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ABSTRACT

Interim information concerning the ABE III grants is provided in the three parts of this report. Part 1 (outline) describes the goals and objectives of each component; Part 2 describes accomplishments and problems to date; and Part 3 deals with coordination and supervision activities undertaken by the Lab. The components of the program are: (1) "Empleen Ingles" Television Video Tapes; (2) School of Education--University of California; (3) Proteus (Adult Education Center, Visalia, California); (4) MAPAR, McMinnville, Oregon; (5) Chandler Career Center; (6) Micro-Teaching Protocols; (7) Model Cities; (8) College of Education, University of Arizona--Resource Person; (9) Mobile Unit; (10) Materials Library; (11) Dissemination; (12) SWCEL Clearinghouse; (13) Steering Committee; (14) Human Resource Center; (15) Video Tape Reproduction; and (16) Coordination and Supervision. The report contains 20 appendixes. (DB)

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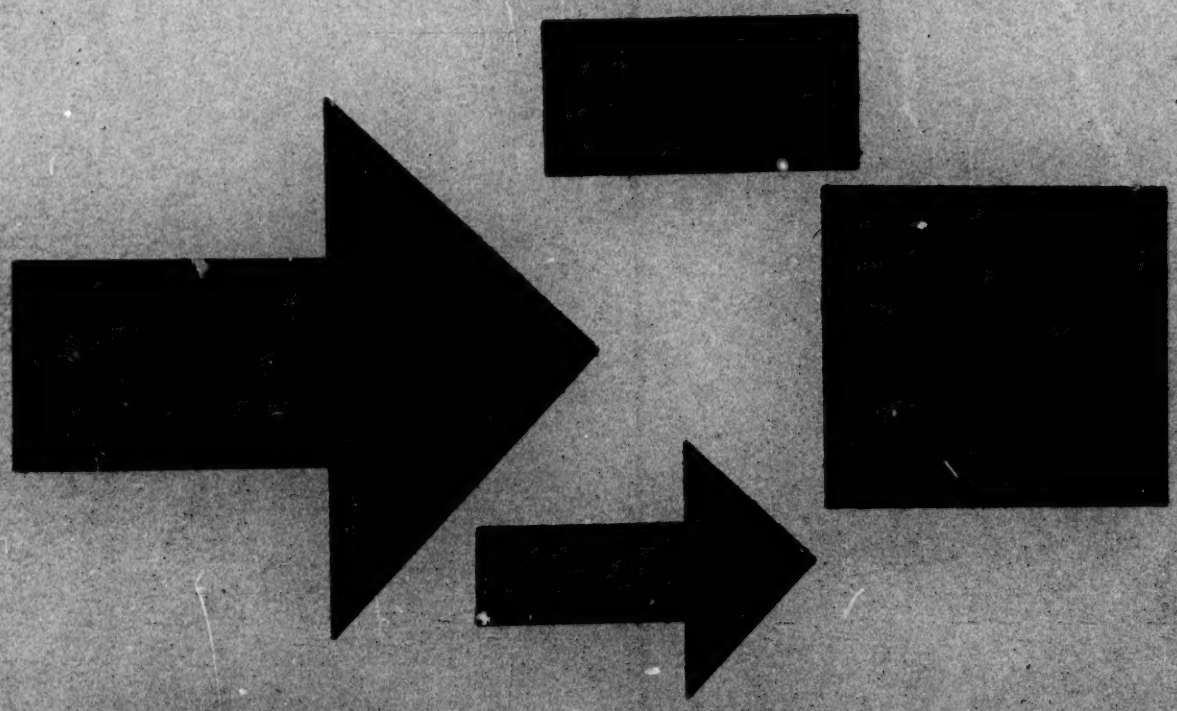

SEPTEMBER 1, 1969 - APRIL 1, 1970

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PROGRESS and PROBLEMS

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April 1, 1970

Mr. Paul V. Delker
Division of Adult Education Programs
Bureau of Adult, Vocational and Library Programs
U. S. Office of Education - Room 5082
Seventh and D Streets, S. W.
Washington, D. C. 20202

Dear Mr. Delker:

One of the problems in communication between the OE-ABE office and SWCEL has been, understandably, the complexity of the 309 Project at the Laboratory. From a simple four phase program in 1967-68, the project has evolved to a multi-state, many faceted program that, in all fairness to all concerned, is quite intricate.

Communication is always a problem but by interacting with each other as the need arises, we believe we can maintain necessary liaison so the people for whom the program activities are intended can obtain maximum benefits.

This interim report is an effort on our part to bring you a comprehensive picture of the ABE Project, and to keep you abreast of current events as they relate to the project.

Sincerely,

James L. Olivero
Executive Director

Felipe C. Gonzales, Director
Adult Basic Education Project

JLO:FCG:jj

A TOTAL SYSTEMS APPROACH ATTACKING THE EDUCATIONAL PROBLEMS OF THE ILLITERATE SPANISH-SURNAMED ADULTS

Background

The Southwestern Cooperative Educational Laboratory has assumed the role of systems manager to develop and produce components for a prototype instructional package that will attack problems common to the undereducated and illiterate Spanish-speaking adult. The development, production, evaluation and dissemination of this instructional package has been promoted over a multi-state region with the Southwestern Cooperative Educational Laboratory serving as the current institutional base. The Laboratory has acted to identify and enlist the cooperative efforts on subcontractual bases of various agencies and institutions in the total undertaking.

One of the first major thrusts has been the development and production of basic oral English lessons for the Spanish-speaking adult who speaks little or no English. In September, 1967, under a grant from USOE an original television project was undertaken directed by the Southwestern Cooperative Educational Laboratory with the cooperation of the University of Arizona College of Education and Radio-TV Bureau to develop a sequential TV series of ESL lessons which would arouse and maintain the interest of the undereducated Spanish-speaking adult learner. The University of Arizona is responsible for development of the program which presents instruction in English by means of animation, choreography and other entertaining attention-getting devices. By August 1968 this project had produced 10 tapes.

In addition to the University of Arizona, the State Department of Public Instruction in Arizona, the California State Department of Education and the University of Colorado were enlisted to develop a total educational television package. However, several major events at the end of the first year

changed the direction of this entire project: (1) The University of Colorado and the Arizona State Department of Public Instruction did not participate in the program beyond the first year. (2) Under the direction of Mr. Felipe C. Gonzales, Project Director, the Laboratory expanded its philosophy to include a total systems approach to attacking the problems of the undereducated Mexican American adult. (3) Steps to develop a newly appointed National ABE Steering Committee into a viable mechanism for input and direction for the second stage of the ABE project were initiated. (4) A Conference of top Adult Basic Education leaders was held in Albuquerque, New Mexico on July 29-30, 1968. From this conference evolved some of the second year instructional elements and related activities associated with the video tapes. Among these were the development of paper and pencil materials by the West Texas Education Center, a delivery system by the Pan American Institute for Social Science and Educational Research that envisioned the use of mass media to promote and disseminate the video tapes, and the SWCEL ABE Clearinghouse specifically for materials relating to the Mexican American. Further, the ABE Conference proposed the introduction of training programs for teachers and teacher aides of Spanish-speaking adults in basic education programs. Consequently, the Proteus Adult Training Center in Visalia, California, was enlisted by the Laboratory to explore and develop teaching protocols and learning materials relevant to the Spanish-speaking adult learner. In addition, the SWCEL, with the assistance of the Educational Service Center, supported the development and implementation of adult basic instruction and vocational education via mobile vans in Estancia and Mountainair, New Mexico.

The University of Arizona TV tape portion of the SWCEL ABE package also took a new direction during Phase II. At the end of the project year, attention was shifted to improving the technical quality of the video tapes in order

to increase their instructional effectiveness. The directorship of the project was shifted from one of co-directorship (Dr. Paul Daniels, College of Education and Frank Barreca, Radio-TV Bureau, had been co-directors) to the directorship of Mr. Frank Barreca. The Laboratory, further enlisted the College to develop course curricula in the College of Education specifically for ABE educators.

Specifics on past achievements and failures have been summarized in reports already presented to the Washington ABE office. The purpose of this report is to provide interim information about the ABE III grant (OEG-2-7-005081-5081). The outline of this report describes the goals and objectives of each component included in the $800,000 grant that was awarded for the fiscal year beginning September 1, 1969 and extending through August 31, 1970. The second part of the report describes accomplishments and hang-ups to date, and the third section deals with coordination and supervision activities undertaken by the SWCEL.

Objectives

Objectives of ABE III which were proposed for funding from September 1, 1969 to August 31, 1970 were as follows:

I. "Empleen Ingles" Television Video Tapes

A. University of Arizona

The Radio-TV Bureau of the University of Arizona was to produce an additional fifteen finished video tapes, each a complete unit in itself, for a proposed home television course geared to the Spanish speaker who is illiterate in English. The lessons were to follow a continuous sequence and were to be produced in accordance with prevailing broadcasting standards. With the addition of fifteen new tapes the total series would now consist of 30 one-half hour lessons.

B. Field Testing

In order to assess the effectiveness of the video tapes developed by the University of Arizona, the Southwestern Cooperative Educational Laboratory proposed to field test the first fifteen video tapes in six different settings:

1. Rural-Migrant
2. Rural-Stationary
3. Two Urban Areas
4. New York City with Puerto Ricans
5. Miami, Florida with Cubans

The purpose of the field testing would be to determine how much the tapes teach under varying conditions and with different population groups.

C. Supplementary Materials

To further strengthen the teaching techniques of the video tapes, the West Texas Education Center contracted to prepare paper and pencil materials to use in conjunction with the fifteen video tapes produced by the University of Arizona. This activity is a continuation of the paper and pencil materials begun in ABE II. The materials are to be used in both classroom situations and in the home. They consist of variation to the pattern drills in the tapes, dialogue adapted from the tapes and practical application of the language (e.g., weights and measures, telling time). All must be simple enough to allow a second or third grade child to assist when necessary. The materials are geared to both illiterates and literates in Spanish.

II. School of Education - University of Southern California

The University of Southern California proposed to develop, in cooperation with other agencies in the area (including Proteus) the following four-point program:

1. Seventy-two TESOL television lessons for both classroom and home viewers plus accompanying lesson guides for ABE teachers.
2. Eighteen Spanish language programs about Mexican American cultural heritage designed to develop a stronger feeling of pride and self-worth among Mexican Americans.
3. Nine inter-cultural dialogues in English oriented to the middle-class Anglo population in an effort to promote understanding between the two cultures.
4. Teacher education in-service television programs in which educational resource teams would answer specific questions from classroom teachers, thus providing expert consultant help to teachers in isolated rural areas.

The four phases of this program would be aired without cost on an educational television station, KQED in San Francisco and on Fresno County School television facilities at nominal cost.

III. Proteus

Proteus Adult Education Center in Visalia, California, proposed (1) to design an innovative system which would enable teachers to plan and develop courses and programs which will effectively relate ABE instruction to the adult learner's vocational aspirations, continuing education and participation in community affairs, (2) to demonstrate that this system can produce a change in the

learner's behavior enabling him to secure a better job and/or to pursue advanced education, (3) to plan the system so as to be flexible and capable of replication by ABE programs in other areas, and (4) to make provision for learner mobility, teacher capability, variation, incentive, and resistance to a new form of curriculum planning.

IV. MAPAR - McMinnville, Oregon

To cope with the inadequacies in instructional materials in a concentrated effective manner, the MAPAR Project proposed a contract with the Southwestern Cooperative Educational Laboratory to produce learning materials for the Mexican American educationally disadvantaged adult. For the 1969-70 fiscal year, three exemplary educational packages were proposed.

Unit I

This unit would teach the ESL student the visual, auditory and speech production skills necessary to (a) obtain and use a sight vocabulary--minimum of 30 English words, (b) recognize and pronounce letters and sounds of the English alphabet, knowledge of sequencing included, and (c) effectively use numerous basic English word attack skills to pronounce additional English words and sounds they encounter in their every day experiences. Instruction for this unit would be primarily in Spanish.

Unit II

This Unit would teach the student basic consumer education. Comparative buying and other shopping techniques, as well as money management, would be introduced with appropriate experiences provided to insure student competency. This unit would be presented in both Spanish and English.

Unit III

This Unit would teach the Mexican American in ESL III how to apply for a job by (a) finding employment information from various sources, (b) completing the necessary employment application forms, and (c) providing instruction in preparing for a job interview through practice in a variety of simulated job interview situations. Instruction in this Unit would be primarily in English.

V. Chandler Career Center

The General Learning Corporation in Tempe, Arizona, has contracted to modify the SWCEL Oral Language program lessons, which were designed for use with children, so that they can be used with adults. This involves changing the vocabulary and learning scenes so that they are adult and work oriented, and developing ten video lessons using the split-screen technique.

VI. Micro-Teaching Protocols

During the past two years the Laboratory has developed a series of micro-teaching protocols for adult education teachers. Workshops have been held at the Laboratory which emphasize how ABE teachers can use micro-teaching as a device to change teaching behavior. Without ability for effective and flexible teaching, teachers can affect little change in student performance and progress regardless of available curriculum materials. The Laboratory proposed micro-teaching seminars and workshops throughout the Southwestern states, as well as other states which might request them.

VII. Model Cities

To assess the needs of the people in the Model Cities area, SWCEL proposes to establish a pilot program for its first year of operation. The mothers of children in the Model Cities area would be taught the basic elements of the Oral Language Program and Entry Skills to Reading. They would participate in micro-teaching and cultural sensitizing sessions to enable them to teach the Laboratory's Oral Language Program. Hopefully their children would then be prepared to meet the many challenges on the first days of school.

VIII. College of Education - University of Arizona - Resource Person

The United States Office of Education has made a commitment to the University of Arizona to support a Resource Person in Adult Basic Education for three years. This is the second of the three-year agreement. There are four main objectives to this program, (1) the establishment of a model Mexican American adult basic education center, (2) the development of a Master's Degree program in Adult Education beginning the Spring Semester of 1970, (3) the exploration of needs for special programs such as brief ABE workshops and (4) the review and submission of reports on textbooks and materials pertaining to ABE.

IX. Mobile Unit

The Laboratory proposed to extend the Mobile Unit project and increase the number of mobile units from one to three for the next contract period. In addition to the courses already being offered it was anticipated that other alternatives such as auto servicing, drafting and surveying might be explored. This program

was projected as a joint effort between Title III Service Center in New Mexico and Vocational Education Department of New Mexico, Adult Basic Education Department of New Mexico and the Southwestern Cooperative Educational Laboratory. The vocational students would use the van during the day, and the adult basic education division would use the van during the evening. The vans are already available as a former purchase made by the Educational Service Center (Title III) and would need only slight modification to meet the requirements anticipated.

X. Materials Library

The Laboratory believes that the identification of relevant adult basic education curricula is an important service to personnel participating in ABE projects. The Laboratory also recognizes a need for a library of adult basic educational instructional material to be made available for review, observation and study. Those interested in these materials might visit the Laboratory and review teaching protocols along with the curricular alternatives for Spanish-speaking adults.

XI. Dissemination

The development of printed materials related to the needs of Spanish-speaking adults is seen as a necessity by the Laboratory. A multi-media presentation to illustrate the work of the participating agencies of the adult basic education program was also seen as a need.

XII. SWCEL Clearinghouse

The recent increase of interest in the educational needs of the Mexican American has resulted in much information being published

on this subject. It is of many varieties; books for the teaching of English to Spanish-speaking, curriculum guides, films, proposals, reports on on-going projects dealing with Mexican Americans, scholarly studies, newsletters, bibliographies, newspaper and magazine articles and conference proceedings. The function of the SWCEL Clearinghouse is to collect this material into an ERIC type facility so that it can be disseminated to anyone who may need it. Although SWCEL will be unable to furnish the actual copies of books, films, proposals, etc., it will provide the information on sources, cost and other data necessary for obtaining the materials. The abstract retrieval program has been recently transferred from the 360 computer at the University of New Mexico to take advantage of SWCEL's IBM 1130 direct access capability. Efficiency has been gained by rewriting the basic program and redesigning the disk storage facilities to accommodate 2,300 disk cartridge.

XIII. Steering Committee

The role of the Steering Committee is to act in an advisory capacity for the programs in which the Laboratory is currently involved, providing input as to the ABE needs in different regions. Its organization revolves around a Chairman and Vice-Chairman both residing in New Mexico where they have ready access to information about SWCEL ABE projects.

XIV. Human Resource Center

SWCEL and other related educational agencies have found a great need for consultants and specialists who have expertise in the field of education, employment, community action, cultural awareness, etc. relative to the Mexican American. The Laboratory proposes a Resource Center Consultant Bank of specialists and

consultants on the different fields mentioned. School districts, organizations and individuals requesting consultants would write to the Laboratory and receive the names of two or three people in their area who could provide the assistance requested.

XV. Video Tape Reproduction

This is a special budget category for the purchase of video tapes to be used for field testing.

XVI. Coordination and Supervision

Based upon the current operating procedures, approximately 20% of the total budget was projected as being required for coordination and supervision of this project. This includes salaries as well as direct operating costs for the ABE project which functions within the laboratory facility.

Appendix A illustrates the fiscal projections for each of the anticipated components. The reader should take special note of these projections as subsequent events after the initial proposal (events both at ABE-OE and SWCEL) have caused modifications of some components and complete elimination of others. The following section of this report more clearly defines the action (or in some cases inaction) of the components.

Progress and Problems

I. "Empleen Ingles" Television Video Tapes

A. University of Arizona

Toward the end of the 1968-69 contract year the Radio-TV Bureau was beseiged with numerous problems. Although production was on schedule, a series of events disrupted the development of the tapes. The project was seemingly running smoothly when a group of Mexican American educators who were attending an EPDA conference in Tucson asked to preview the tapes. The group walked out of the screening, and sent a telegram to Washington expressing their concern at the lack of "Chicano" input and certain elements they considered offensive in the tapes.

After a series of meetings between SWCEL staff, Radio-TV Bureau staff and the Tucson militants, an Advisory Committee was formed to make recommendations to the Radio-TV Bureau as to how the series might be made more relevant and to insure that nothing in the tapes was offensive to the Mexican American. In addition, the SWCEL created the position of coordinator to work as a local liaison between the Radio-TV Bureau and the Tucson community.

The new contract for the development of 15 additional tapes at a cost of $210,588 was to have gone into effect in September of 1969. In anticipation of immediate funding the University continued the uninterrupted development of the TV tapes.

In November of 1969, Dr. Carmen Timiraos, a nationally recognized ESL specialist, joined the SWCEL staff. She was assigned to monitor the Radio-TV Bureau project. The first order of business

was the clarification of operational procedures. A process whereby the scripts would be reviewed for correctness in Spanish by two University script readers and for content by the Advisory Committee, the Tucson Coordinator and Dr. Timiraos was initiated. Any of the reviewers had the option of making changes, suggestions and/or comments if they objected to the lessons as proposed. If the Radio-TV Bureau got no response within two weeks from the reviews they were to proceed on the assumption that the scripts had been approved.

The position of Tucson coordinator was not filled until December of 1969. The delay in hiring was due to the fact that SWCEL wanted to make certain that adequate consideration was given to the hiring of an individual who could work successfully with all segments of the Tucson community. Mrs. Anne Lopez was selected (with the approval of the Tucson Committee) from a group of three to serve as SWCEL liaison between the community and the University (see Appendix B--Tucson Coordinator Job Description and minutes of Tucson Advisory Committee meeting).

Early in January the SWCEL-University of Arizona contract was approved and sent to SWCEL to be signed by the University and SWCEL. Prior to the notification that the contract had been approved the University had financed the total operation with no guarantee of contract approval. The contract was signed and returned to Washington in mid-January. However, because of a change in USOE personnel the signed contracts have not been returned to SWCEL or the University of Arizona. The University has expended in excess of $135,000 and has received only $35,000 to date.

Despite the numerous constraints the University is keeping fairly close to schedule. The final delivery date for fifteen thirty minute videotapes is July 1, 1970. However, it appears that that delivery date may have to be extended by a month. Upon completion of the 15 video tapes in July or August, a complete series of 30 lessons will be available for field testing.

Phase IV of the video tape development will consist of the revising of the tapes according to field test findings, where necessary. Because of the overwhelmingly positive reception to the video tapes by the target viewing audience, the Tucson Committee and the SWCEL are very seriously exploring funding sources and alternatives to continue the development of additional "Empleen Ingles" lessons. It is interesting to note that two of the members who were part of the Tucson Walkout are now actively supporting further development of the tapes. This substantiates the notion that active community involvement in developmental activity is imperative.

B. Field Testing

The field testing of the first 15 video tapes was coordinated by SWCEL staff. Dr. Atilano Valencia developed the test instrument, and coordination of the actual field testing was accomplished by Mr. James Jaramillo of the ABE staff.

The purpose of the test instrument was to ascertain cognitive learning effectiveness of the 15 lessons, (oral English usage and comprehension) and to determine cultural relevancy of the lesson content. Only one type of treatment condition was included in the 69-70 field testing. All viewing by participants was done in the home.

The test design involved five different population types:

1. Rural Stationary-Brownsville, Texas
2. Rural Migrant-Santa Maria, California
3. Urban Centers - Denver, Colorado and San Antonio, Texas
4. Other Spanish-speaking Ethnic Groups
   a. Puerto Ricans - New York
   b. Cubans - Miami

Fifty people were randomly selected from each geographic area. The criteria for selection was a score of 50% or below on a pre-test designed by SWCEL to measure oral English usage and comprehension.

A time factor was examined in this year's field testing, and two different time dimensions were used. In all but one location, the video tapes were shown in a series (day by day program excluding Saturdays and Sundays). In Denver, Colorado, the tapes were shown on a distributed time base pattern (every other day excluding Saturdays and Sundays).

The initial step in setting up of the field testing mechanism was the identification of local coordinators to do the actual testing. One coordinator and three interviewers were identified in each of the target areas. Under the direction of Mr. James Jaramillo the coordinators contacted local television stations explaining the purpose of the field testing and requesting the use of TV time as a public service.

As soon as the TV time had been secured, members of the SWCEL ABE staff were assigned to conduct training of interviewers in the various geographic areas. Once the training of the interviewers was complete, the pre-test was administered to

eligible participants. Upon selection of 50 in each site each viewer was asked to watch in the home the series as a community service. Upon completion of the series on TV the interviewers administered the post-test. Criteria for scoring the post-test was the viewing of at least 10 lessons. Those who had viewed fewer than ten lessons were interviewed to determine why they had not watched the complete series.

After completion of the testing in the target geographic area, the results were mailed back to the Laboratory where the information was transferred to the Computer. Preliminary data indicates very positive results. Each of the interviewers was asked to comment on the video tapes, the test design, etc. Copies of the comments are available in Appendix C. When the information has been compiled, Dr. Atilano Valencia will begin analyzing the data and preparing the results for publication. The target date for completion of the field test publication is May, 1970.

C. Supplementary Materials

The paper and pencil materials are designed to be used in conjunction with the video tapes being developed by the University of Arizona.

The materials are set up so that the presence of a teacher is not necessary for their use. According to the program design, the learner will be helped at home by children (second or third grade level) or other members of the family who have some training in the English language. The materials can also be used in classroom situations and are complete with teacher's manuals.

Audio tapes are available with each lesson. The paper and pencil materials follow the lesson format of the "Empleen Ingles" TV tapes and include variations to the drills and dialogues presented in the tapes.

As was the case with the other sub-contractors, the West Texas Education Center has not received a signed contract from USOE in Washington. However, they have proceeded to work on the development of lessons 6-20. (Lessons 1-5 were completed as part of ABE II;)

In order to coordinate the efforts of the Radio-TV Bureau and the West Texas Education Center a meeting was held at SWCEL on March 31, 1970. Purposes of the meeting were to provide instruction in the writing and implementation of behavioral objectives and to discuss development of materials with SWCEL, West Texas and the Radio-TV Bureau. The meeting was successful in that it provided an opportunity for the exchange of ideas between the agencies.

The West Texas Education Center is presently running about three lessons behind schedule. However, they expect to complete lessons 6-20 by the end of May for review by the University of Arizona and SWCEL. Lessons will then be revised, and final copies and a final report will be delivered to the Laboratory on or before July 31, 1970.

To test the effectiveness of the Paper and Pencil Materials the materials will be included in the test design for next year's video tape field testing.

II. School of Education - University of Southern California

The initial contract to the SWCEL included the USC proposal as a component, and the project was never officially funded. New directions from Washington have prohibited the continued sub-contracting of this effort. (The goals and objectives of the total system were outlined in Section 1 of this report.)

Earlier encouragement from D.C. and from the SWCEL to USC resulted in an expenditure of approximately $15,000. While no legal ramifications for payment of expenditures were implied, from ethical and professional points of views avenues for salvaging important products from the USC program were discussed frequently by representatives from USC and the Laboratory.

As a result of these discussions, three products were judged of sufficient importance to be worthy of fiscal support. These include:

1. A systematic technique for exploring community resources.
2. The development of a community-centered curriculum.
3. The development of a curriculum which features Mexican American cultural heritage.

A unique feature of these products is their use of a community in Tulare County, California for their development through a joint effort involving the University, Mexican Americans from a migrant community, representatives from the Teacher Corps and Vista Volunteers.

The first package determines the types of questions that should be asked if an ABE program is to be built on the desires and needs

of the local participants. The second package illustrates how a community-centered curriculum can be developed, and the third describes how important emphasis can be given to the development of materials which reflect the culture of the peoples for whom the program was intended. (This is a highly significant factor and one which receives much emotional rhetoric without clear-cut procedural steps for putting it into practice.)

The completion of the package is only the first step in the total development cycle. After pilot testing the materials in SWCEL sponsored summer institutes, the materials will need to be packaged and prepared for dissemination to State ABE Directors, and, ultimately, to local project directors. Funds for accomplishing these activities are not available, apparently, at the present time from either ABE-OE or state agencies, but the matter needs to have attention and prompt action.

A complete outline of the rationale for the packages and the fiscal arrangements for accomplishing same is included in Appendix D.

III. PROTEUS

The Proteus Project was planned to effectively relate adult basic education instruction to the adult learner's vocational aspirations, continuing education, and participation, by the development of an innovative system for teaching and to show that this system in operation would produce changes in the learner's behavior to enable him to obtain better jobs and/or advanced education. This project, like the USC project, was never officially funded. (See goals and objectives outlined in Section 1 of this report.)

Because of the need to obtain three components from the Proteus Project a request to amend the SWCEL contract OEG-2-7-005081-5081 was forwarded to ABE-OE on February 18, 1970. As of this date final approval that the amendment has been accepted has not been received although verbal assurances from OE officials have been given indicating a "support in principle" for the project.

Salvagable from the intended program are the following elements:

1. Video tapes to complete the ESL teacher training package.
2. Transparencies and other visuals to accentuate curricular components of a total systems design sequence in ABE.
3. A planned outline with relevant discussion points for assisting ABE directors and teachers to become aware of and act with the systems approach.

Only upon receipt of an acceptable product will awards for payments be made. (See Appendix E for a complete description indicating expectations and guidelines for acceptable products.)

We have some cause for concern about the development of these products. A large turn-over in personnel--some due to the fact that we were unable to refund the project at the $70,000 level--including the Director, have caused a loss of articulation and continuity in the program. Whether the agency that now exists has either the horsepower or the competency to complete the prescribed packages, with the criteria established for quality, remains to be seen.

The products are definitely needed (see chart in letter dated February 18 addressed to Gilbert Chavez in Appendix F) and the SWCEL anticipates providing whatever substantive support possible. If acceptable products are not obtained from Proteus, we recommend that funds be transferred to an agency that can deliver.

IV. MAPAR

MAPAR has undertaken the development of a three unit bilingual approach to English that will provide various levels of entry for the Spanish speaking adult.

The first program (Unit I) is directed at the Spanish-speaking adult who has minimal understanding of the English language. Briefly, the ESL I Unit is designed to give basic instruction in oral language. The ESL Unit I package has been delivered, and a field test format is in the process of being developed. The package consists of audio tapes, overhead transparencies, sight vocabulary cards, student workbooks and a teacher's manual. All materials are color coded for easy identification and are designed so that they can be used by teacher aides in the classroom.

Unit II is essentially a consumer education, comparative buying program and is currently in the design stages.

Unit III is envisioned as a vocational exploration unit, i.e., job seeking, applying for a job, interviewing, job availability, etc. Each of the units incorporates a teacher and an aide who are responsible for the basic instruction.

V. Chandler Career Center

The General Learning Corporation, Tempe, Arizona, was enlisted to modify the Oral Language lessons (presently child oriented) so that they may be used with adult classes. This involves (1) changing the vocabulary so that it is both adult and work centered, (2) changing the learning scenes so that they, too, are adult

oriented, and (3) developing ten video lessons teaching correct anatomical techniques for reproduction of English sounds.

To date the work on the project has not begun. Because of internal procedural policy, General Learning Corporation cannot begin work on a sub-contractual basis until the executed documents are in their possession. Since this remains to be accomplished, a target date for beginning the project cannot be guaranteed. In order that the project be completed an extension of program dates will be necessary. It is the intention of the SWCEL to request that USOE extend the SWCEL-General Learning contract through November 30, 1970 to allow the completion of the 147 OLP lessons.

VI. Micro-Teaching Protocols - Mini-Institutes

Mini-Institutes, which are two day on location programs, are designed to provide supplementary follow-up preparation to the Teacher Training Institutes. At this point eight Mini-Institutes have been conducted: Las Vegas, Nevada; San Antonio and Laredo, Texas; Albuquerque, Las Cruces and Artesia, New Mexico; Juneau, Alaska, and Union City, California. At least four more are scheduled at this time: two in Oregon (Portland and Ontario), one in Arizona, and one in Idaho.

There are four components to the Mini-Institutes:

1. English as a Second Language
2. Micro-Teaching
3. Behavioral Objectives
4. Cultural or Human Awareness

The SWCEL ABE staff offers all four or any parts thereof. All four parts have been done in Las Vegas, San Antonio and Laredo. In Albuquerque, Las Cruces and Artesia only Cultural Awareness and ESL were presented, in Alaska, only ESL and in Union City, only ESL and Micro-teaching. The decision on the components to be used is made by the State ABE Director. No Mini-Institutes have been conducted without the consent of the State ABE Director.

All four components will be offered in California and Oregon.

The format varies according to local demand. (See Appendix G.) We have gone from a "cast of thousands" to almost a one man show.

The Behavioral Objectives presentations have been given by Dr. George Carnie, Denver, Colorado, and Harry Wigderson and Earl Cornwell from ADAPT in Visalia, California. The Cultural (Human) Awareness has been handled by James Jaramillo, Ralph Dominguez, Felipe Gonzales and Gilbert Villarreal. ESL and Micro-teaching have been presented by Carmen Timiraos with assistance from Gilbert Villarreal and Cleto Duran (a specialist from T-VI in Albuquerque). In addition, the Mini-institutes serve as both a location for testing newly developed material and providing a sounding board for the purpose of determining what new materials should be developed.

The ESL and Behavioral Objectives packages are being developed to be completely self-contained. The individual or group using them will require only a tape recorder and/or other projector. Hopefully, the packages will be finished by June 1, 1970. They are to be field tested during the two anticipated summer institutes. The packages

will be evaluated during the course of the first institute and revised and modified as needed. They will again be subjected to evaluation during the second institute. Assessment of the completed packages will be done by an outside evaluator.

The Mini-Institutes have capitalized on local clientele; that is, personnel who were trained at SWCEL-sponsored summer institutes are asked to participate in the mini-institutes as discussion leaders. This serves two purposes; (1) the people who go to summer institutes have a follow-up obligation to themselves and to their colleagues who could not attend a summer institute, and (2) the sponsors of summer teacher training institutes are able to ascertain which summer participants were in attendance for the purposes of a paid vacation and which, indeed, expected to take something back to the people with whom they work.

While State ABE Directors give the Mini-Institutes very high priority, the SWCEL staff believes best use of fiscal resources could probably be expended on a minimum of institutes where the need is greatest but with primary attention given to the development of institute materials. Secondly, it is anticipated that State ABE Directors will participate, to a greater degree, in the financial aspect of the Mini-Institutes, e.g., transportation and per diem of participants.

VII. Model Cities

In response to the national mandate to coordinate resources to resolve problems in the Model Cities effort, the Laboratory proposed the establishment of a pilot program for mothers of children in Model

Cities areas who would be taught the basic elements of the Oral Language Program and Entry Skills to Reading.

Model cities identified as possible program development areas were: Trinidad, Colorado; Albuquerque, New Mexico, and Tucson, Arizona.

After several planning sessions with Trinidad Model Cities officials and Mr. Hugh Linn, Superintendent of the Trinidad Public Schools District No. 1, the areas in which SWCEL and Trinidad Model Cities might best be able to work were determined to be:

1. Teacher and teacher aide training in the OLP for pre-school and primary grades. The cost of this project would be incurred by the Trinidad Public schools or the Model Cities agency.
2. Teacher and/or teacher aide training in ABE via a two-day workshop in Trinidad.
3. The Laboratory might assist in the establishment of an ABE program in the "barrio".

These were the three areas in which the Laboratory offered assistance. However, there has recently been a change in the membership of the Citizen's Education Committee of Model Cities. We are not sure how this is to affect the status of the projects proposed. In addition, the SWCEL coordinator assigned to monitor the Model Cities project has recently accepted another position. His successor has notified the Trinidad City Demonstration Agency (CDA) that SWCEL still has available the resources discussed previously and that if Model Cities funds are not spent before August 30 they will be returned to the Federal Government.

The format for a SWCEL-Albuquerque Model Cities program has taken many directions. Initially, representatives of the Model Cities staff contacted the Laboratory to request that the Laboratory research available materials relating to consumer education. This was done and the materials were turned over to Mrs. Amalia Payne of the Model Neighborhood Area (MNA) Health and Welfare Committee. Nothing ever came of the project, and the materials were returned to SWCEL.

Two possibilities still remain for involvement in the Albuquerque Model Cities program:

1. The Day Care Component of MNA has been contracted to UNM-Institute for Social Research and Development. A director has been named and discussion continues on the possibility of training mothers in the OLP program or providing a liaison staff member from SWCEL to work with the project staff.
2. The possibility of a project in Consumer Education still remains. The Health and Welfare Committee will soon be hiring a director for the educational component which should generate activity in the development of potential ABE materials.

The possible use of SWCEL's Oral Language Program on local television has been discussed with members of the Tucson Community. In addition to the showing of the materials on television, an OLP training program for mothers is also envisioned. Specifics on this project are not yet available as the program is still in the negotiation stages.

In summary, the SWCEL has pledged available resources to the Model Cities programs discussed. Although the general response to theoretical involvement has been good, none of the programs has yet come to fruition. Attempts are being continued to get some kind of program off the ground. However, if funds are not committed before August, 1970, the funds will be returned to the Federal Government.

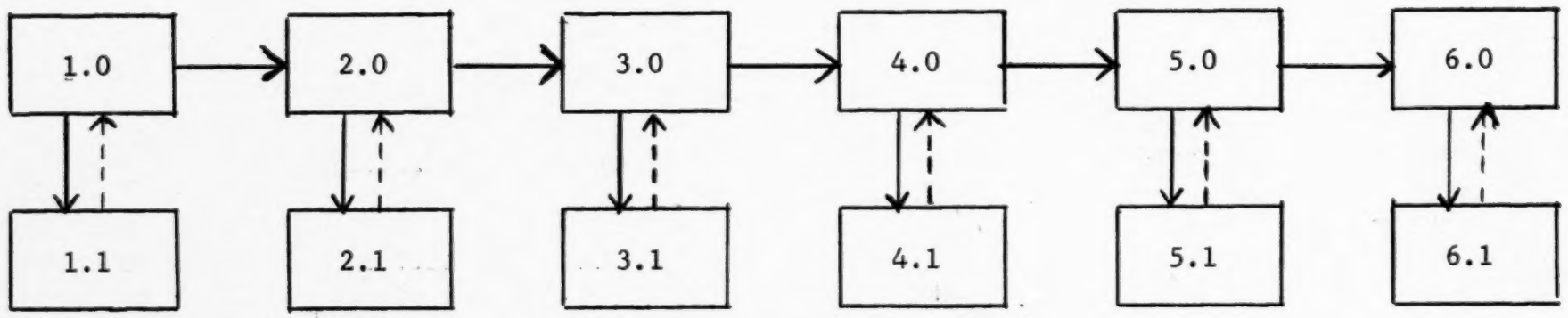
VIII. College of Education - University of Arizona - Resource Person

This project has gone through considerable revision since the idea of a Resource Person at the University of Arizona was initially conceived. Rather than going into detail about the original proposal, we point out the six anticipated major objectives which are described on the flow-chart accompanying this section.

To date, no official reports of accomplishments can be stated. Although the contract has been signed by the University of Arizona, official approval via a signed contract from D. C. has not as yet been received. This fact has prevented the SWCEL staff monitor, Mr. Ralph Dominguez, from exerting pressure; the University of Arizona is working on faith and on the knowledge that neither the SWCEL nor the ABE-OE representatives have recommended the continuance of this project.

Although the picture appears pessimistic at this time, Mr. Dominguez continues to stress the importance of the objectives and presses for their completion.

THE UNIVERSITY OF ARIZONA
College of Education - Adult Education Resource Project
Work Program for Fulfillment of Contract



1.0 Review curriculum materials available in SWCEL Library.
1.1 Write a report on above materials and make it available to: Sterling Johnson (Jim Showers); ABE Directors in Arizona; Appropriate people at the University; and to other Community Action Programs.

2.0 Obtain copies of program formats on Mini-Institutes and work through Sterling Johnson to get these into the right hands.
2.1 The above would capitalize on Arizona teachers who participated in SWCEL Teacher Training Institutes last summer.

3.0 Obtain copies of Pre-Service and In-Service Training Model for TESOL/ABE Teachers and Teacher Aides and plan an institute illustrating how these could be used.
3.1 Mini-Institute to be held at Central Arizona College on May 15-16.

4.0 Prepare a report, on the basis of interviews and discussions, indicating the type of Mini-Institutes in Arizona.
4.1 The above must focus on Spanish-speaking populations.

5.0 Identify additional library curriculum materials.
5.1 Obtain copies of ABE curriculum materials (especially teacher made) evaluate these on SWCEL forms and forward to SWCEL.

6.0 Report on the frequency, places, and personnel where consultancy services take place.
6.1 The above must focus on Spanish-speaking populations.

IX. Mobile Unit

This project was anticipated as a continuation of a part of the Phase II ABE proposal and would have illustrated a cooperative effort between a Community Action Program (Vista), Education Service Center (funded by Title III of the ESEA) and a materials development agency--SWCEL.

Unfortunately, the ESC was not refunded by the State of New Mexico, and the mobile van that was used for the project--available from the ESC--was turned over to another agency.

When it became apparent that the project could not be extended, the SWCEL made immediate efforts to establish dialogue with leaders of a nearby Navajo Indian Community with the thought of establishing an ABE work-study demonstration project at Canoncito, New Mexico. The program at Canoncito has long been recognized as one which should have high priority.

To run the project, the SWCEL had planned to enter into a sub-contract with the Leo Kramer agency, the organization which was funded to develop an imaginative program through Special Project monies in Columbus, Ohio. The purpose was to illustrate how a program developed via 309 monies could be transported and succeed, with some modifications, in a different location with a different population (American Indian vs. Black).

Because the SWCEL is funded to emphasize programs for the Spanish-speaking people and because other mitigating circumstances too numerous to mention in a report of this type entered the picture,

the negotiation on this proposal finally came to a halt. The $40,000 that was initially allocated for the Mobile Van Project has, therefore, not been tapped.

In the near future, the SWCEL in cooperation with the ABE Steering Committee, and the ABE-OE leaders will submit a proposal for extension of the current contract and will recommend another option for the effective use of the fiscal resources. One discussion between these groups has already been held and final decisions are anticipated on May 8-9 when the groups--along with others interested in the needs of Spanish-speaking people--meet in Albuquerque.

X. Materials Library

The Materials Library now has in excess of 300 specific types of ABE materials that have been promoted by textbook publishers as being appropriate materials for the Spanish-speaking adult learner. An instrument has been developed to appraise these materials (see Appendix H).

The purpose of this evaluation is to help those ABE directors in charge of local programs know what materials are available, what populations of students can benefit from the materials, and what teacher training activities are appropriate for their using the materials. This evaluation instrument has already been employed for a careful assessment of each published work by two carefully trained ABE teachers who work almost exclusively with undereducated Spanish-speaking adults. They have determined that most of these available materials do not meet the needs of the adult learner.

Their evaluations are available upon request to the Laboratory. Project directors and interested persons may visit the Laboratory for a more comprehensive review.

State ABE Directors have been particularly helpful in identifying sources of materials. For example, Tom Trujillo in New Mexico, acting ABE Director Sterling Johnson in Arizona, Robert Calvo in California, and Ralph Mock in Texas have loaned materials or evaluations to the Lab and have offered important leads in other areas.

The next step is to identify and assess "teacher made" materials. In the long run, based upon information already gathered, teacher prepared materials may be more closely oriented toward the needs of the adult learner than the commercially prepared materials.

While the evaluations have been very helpful to a number of users, e.g., project directors, the review of what is currently available emphatically points out the necessity for the development of relevant materials that contain at least the following elements:

1. Specific Objectives
2. Relevant Content
3. Reasonable Teacher Instruction Strategies
4. Appropriate Evaluation Criteria

Those who have been engaged in on-going ABE programs have long called for this type of development activity--particularly in the curricular areas of reading and mathematics--but the fact has seldom been driven home as forcefully as it has by the comprehensive review of what exists.

XI. Dissemination

The problem of helping individuals become aware of already existing programs, materials, etc. with the intent of prohibiting the "reinvention of the wheel" syndrome so prevalent in American education has been the major principle on which dissemination activities have been based. Therefore, all publications of projects and research conducted by the SWCEL, such as "The Chicano is Coming out of Tortilla Flats--One Way or Another" and "A New Look at the Attributes of the Mexican American" have been freely disseminated to interested parties.

In addition to materials available from inhouse sources, which includes films and filmstrips, etc., identification of external sources of relevant dissemination items have been made. Examples are films such as "The Invisible Minority" and "Black America" which the SWCEL is making available to requesting groups. Materials developed via other agencies such as the USOE Mexican American Affairs Office and the Proteus Project (teacher aides) are forwarded to individuals who make requests.

Other dissemination activities include the mail-out of materials made available via the curriculum materials library and the computer clearinghouse discussed elsewhere in this report. Additional efforts will be made to establish contacts with other agencies that have similar interests in order to establish a collaborative effort in the sphere of dissemination.

OE-ABE's help in this regard is particularly useful. One such endeavor, for example, was promoted by Mr. Gil Chavez of the ABE-OE office. Knowing of a conference at the University of Minnesota--

"Needs of the By-Passed Populations," Mr. Chavez arranged for the University of Minnesota and SWCEL collaboration on the conference format as well as the "papers" that were presented. Nationally recognized authorities on the needs of the Mexicano presented papers at the conference and this wide dissemination via the collaborative effort should be quite beneficial. The SWCEL staff opinion is that this particular activity represents an ideal way for building into a given effort competency, fiscal support and dissemination expertise. We anticipate more of these types of activities in the future.

XII. SWCEL Clearinghouse

The ABE Clearinghouse is a computerized information retrieval system which now stores author, title, availability, and abstracts of over 1,500 books, articles, brochures, films, etc. which deal with Mexican American Adult Basic Education. Each entry is indexed under one or more primary descriptors as identified in Appendix I.

The need to help practitioners know what materials are available, what programs are underway, what groups are involved in action programs is paramount; the Clearinghouse is designed to meet this need. (See Appendix J.) Unlike the ERIC system which has as its focus research conclusions, the SWCEL Clearinghouse focuses on people and programs where others engaged in similar activities can receive assistance.

Contacts throughout the United States forward to the Clearinghouse Research Assistant, Mr. Ralph Dominguez, information that might be included in the retrieval system. The information is abstracted into a comprehensive, concise form, key-punched and stored on the

computer's magnetic tape. (As the computer is rented via a separate SWCEL account, the cost to ABE includes only preparation time for the documents and actual computer run time.)

A brochure (see Appendix K) has been prepared and distributed to State and National ABE agencies which describe work of the Clearinghouse. In addition, mention of the service is made at each mini-institute conducted by the Laboratory and via the American Library Associations's Newsletter (see Appendix L).

When requests from the field are obtained, the necessary processing is initiated, and the results promptly forwarded. This usually takes from 1-3 days unless the material requested is not contained inhouse. If this should occur, every effort is made to obtain the requested information and then promptly forward it to the requestee as well as placing the information in the retrieval system. (See Appendix M for the type of requests received.)

Staff members anticipate an eventual listing of 15,000 to 20,000 documents, although the SWCEL may not be the agency to complete this project. The system has been designed in cooperation with the ERIC personnel in Las Cruces with the thought in mind of ultimately transferring all documents either to the Las Cruces or Syracuse systems. At this point in time, however, the ERIC systems are not staffed to handle the types of documents that are listed. But in the future, rather than having two systems, every effort will be made to have all documents contained at a single reference point.

XIII. Steering Committee

The need in our country for "involvement" in establishing priorities and program thrusts has probably never been as great as it is at this time, and this is as it should be.

A National ABE Steering Committee was established as Phase II of the contract between ABE and the SWCEL was negotiated. Unfortunately, lack of communication on such topics as the role of the Steering Committee, the relationship of the ABE State Directors to Special Projects and even the lack of some necessary follow-through by the SWCEL prevented the Steering Committee from operating as effectively and as efficiently as possible.

During Phase III, a renewed effort was made to re-establish the constituency of the Steering Committee, to re-open communication lines, and to more clearly define the role of the ABE Steering Committee.

Names and positions of those who are currently included on the Steering Committee are listed in Appendix N. The list reflects an effort to include State ABE Directors, local project directors, and other personnel who are involved in adult education training programs and who are not, necessarily, a part of the State ABE program. Mr. Tom Trujillo, Director of the New Mexico State ABE program, is the current Chairman of the group. Vice-Chairman is Mr. Enrique Naranjo, coordinator of the HELP program. Through these men and others on the committee, improved coordination and communication with other agencies has resulted.

Quarterly meetings are held during which time the committee discusses old and new action items. In attendance at these sessions--in addition to the regular members--are representatives from the Regional Office of Education (usually George Blassingame from the Dallas office) and from OE-ABE (usually Mr. Gil Chavez). The involvement of individuals covering the continuum extending from the local level on one end to the national level on the other end helps at the early discussion stages to avoid both misunderstandings and spinning of the wheels.

Not only do we strongly support the role and necessity of the Steering Committee, but our experience would urge us to advocate such bodies for all Special Projects. (See Appendix O for an example of the minutes which reflect the substantive discussions which take place at the Steering Committee sessions.)

Members of the Steering Committee receive transportation and per diem allowances for their assistance, but each has agreed to aid without expectency of additional remuneration.

XIV. Human Resource Center

To eliminate perpetuation of the consultant who "blows in, blows off and blows out" and at the request of the ABE Steering Committee, the SWCEL has attempted to establish a human resource bank which has identified specialists in the areas of, but not totally inclusive of, community action, curriculum performance criteria development, human awareness, economic development as it relates to ABE, and teacher aides. At this time over 150 experts in these and related fields have been identified, and requests from varying agencies are being honored. Requests for appropriate personnel have been made

to State ABE directors, Regional Program Officers, Mexican American agencies throughout the United States, Office of Education, and local ABE directors.

Follow-up activities by the SWCEL include the completion of a report by the using agency in order that the "best" consultants--as indicated by the users--can be recommended for future consultations. Reports will be placed in an annotated reference listing. SWCEL provides the listing only--no resources are available to pay for the consultant's services.

A major remaining need in this area is to complete compilation and cross-referencing of available bibliographical information and disseminate information about the available services to potential users. (See Appendix P for a format which illustrates one technique for obtaining commitments to list in the Human Resource Bank.)

XV. Video Tape Reproduction

Resources in money and materials have been allocated for the purpose of making additional copies of the video tapes produced at the University of Arizona. The reproductions are of two types and are used for two purposes. Some of the monies are used to make duplicates of the original fifteen tapes--developing those tapes that can be used both at commercial television stations and those that can be used on small, less expensive equipment for local programs. Other monies will be directed to the production of kinescopes which are used when 16 mm movie projectors rather than video playback equipment is available.

XVI. Coordination and Supervision

Since the initiation of Phase I of the SWCEL-ABE Project, a major role of the Laboratory has been to identify, support and monitor ABE programs in the Southwest that focus on the Spanish-speaking undereducated adult. For the past two years the Project Director has been Mr. Felipe C. Gonzales, former Director of the night school division at the Albuquerque Technical-Vocational Institute and President of the New Mexico Adult Basic Education Association.

When the proposal for this fiscal year was written, the SWCEL staff anticipated a continuation of its coordination and supervision functions through a series of sub-contracts with other educational agencies located throughout the Southwest (extending from California in the West, to Oregon in the North, to Midland, Texas in the East and El Paso in the South). In addition the SWCEL expected to tool up and staff up to expand internal operations.

While much of the previous discussion has outlined progress to date, we would opt in this section to point out some of the major difficulties that have been encountered and to illustrate, when possible, what corrective actions have been taken to help resolve the problems.

As one can plainly see from the descriptions of the various projects the SWCEL project <u>en toto</u> is quite complex. Each piece of the various packages fits together into a total system, but no system is stronger than the weakest part. Taken as a whole, the total system makes sense, and we strongly recommend that ABE-OE consider other such arrangements whereby what might occur as

fragmented, isolated program thrusts can be pulled together in a sensible, viable total endeavor. (It is our understanding that OE has decided to focus sub-contracting from a single agency and there may be good arguments for this point of view. We believe careful review should be given to this program decision.)

When an agency is given permission to sub-contract, fiscal resources should be made available promptly in order that the monitoring agency has the leverage of using the "dollar" as a motivating device for quality products. At this time, for example, final approved sub-contracts have not been received by SWCEL, although verbal approval for rewarding sub-contracts fiscally has been given (we make here no effort to lay blame on any individual or agency--we simply point out this factor as one which needs to be eliminated). One can hardly expect to require a quality product from a sub-contractor, demand that the sub-contractor meet his time commitments, and expect real cost effectiveness if the sub-contractor is taking the development costs out of his hide rather than from the fiscal arrangements that have been agreed upon.

This lack of resources, while still attempting to have sub-contractors develop their wares, resulted in numerous telephone conversations, many unanticipated trips, and in some cases rather ambiguous and arbitrary decisions based more on anticipated than actual outcomes.

In spite of these handicaps, significant progress has been made. To accomplish this, considerable internal re-organization and direction of work assignments has been necessary. For example, each program has been systematically defined in such a fashion that the roles of

Laboratory personnel in many cases are inter-changeable (see Appendix Q for an example of this type of programming outline). Check sheets for many activities requiring planned and continuing action have been and are being compiled. (See Appendix R for an example.)

Inhouse personnel are responsible for a variety of activities including development of packaged, self-contained materials, monitoring of sub-contracts, conducting mini-institutes, disseminating appropriate printed and visual materials, sponsoring and receiving advice from both the Tucson Advisory Committee and the National ABE Steering Committee, and the packaging of a large number of products into a total system. The tasks are great!

As Project Director, Mr. Gonzales has the responsibility for making all systems "go." Working with him are Irene Sikelianos, Administrative Assistant; Ralph Dominguez, Research Assistant, in charge of internal operations related to the Clearinghouse, Human Resource Center and the Curriculum Library (as well as other monitoring duties); Dr. Carmen Timiraos, a nationally recognized ESL expert, responsible for developing the ESL packaged materials, designing and implementing mini-institutes, and constructing a Behavioral Objectives Package (along with other monitoring chores on such important projects as the University of Arizona video tapes and the Paper and Pencil Material under construction at the West Texas Education Center); Gil Villarreal, responsible for development of the cultural awareness materials and lending support on the mini-institutes (and other monitoring duties).

Accountability and cost-effectiveness have become key concepts in the ABE section. With assistance from the Business Manager, Duane Sours, a cost-accountability system which provides immediate information about program expenditures and encumbrances has been designed and implemented (see Appendix S for an example of the data sheet which reflects current expenditures for the Coordination and Supervision budget).

The role and concomitant functions of the Laboratory are changing; these changes require new and different kinds of thinking and staff competencies. The months ahead will reflect these factors. There is much to do in the months ahead if the goals and objectives of the current contract are to be recognized, but the SWCEL staff is committed and dedicated toward those ends (as an indication of the purposes and intent please refer to Appendix T which outlines priorities for the staff at this point in time).

APPENDIX A

ABE PROJECT
1969-70

BUDGET

University of Arizona - TV tapes	$210,588
University of Arizona - Resource Person	10,000
Model Cities	15,000
Materials Library	30,830
West Texas Education Center - Paper & Pencil Materials	15,000
Mini-Institutes	35,000
Dissemination	10,000
Human Resource Center	15,000
Canoncito Indian Project	40,000
Field Testing	35,000
Steering Committee	4,000
Clearinghouse	25,000
Video Tape Reproduction	33,214
MAPAR	60,000
Univereity of Southern California	76,368
Proteus	60,000
Chandler Career Center - OLP Conversion	35,000
Coordination and Supervision	100,000
Teacher Training Institutes	133,162
	$933,162

APPENDIX B

COORDINATOR FOR CULTURAL AFFAIRS AND COMMUNITY RELATIONS

SWCEL-University of Arizona Radio-TV Bureau

1. Works with the Bureau Director, project directors and production staff on the SWCEL program production activities.

2. Serves as the liaison between the Southwestern Cooperative Educational Laboratory, the Radio-TV Bureau, representatives and community organizations of the Tucson Mexican American Community; and advises the Bureau Director, project directors and production staff of significant target audience opinions and attitudes regarding Bureau activities in this area.

3. Assists the Bureau with selection of personnel for work on SWCEL programming.

4. Has a particular concern for:

   a. Maintaining open and rational channels of communication to facilitate information exchange between the Bureau and the Tucson Mexican American community.

   b. Assisting in the coordination of appropriate cultural and lexical input into the SWCEL programming.

   c. Significantly contributing to the on-going evaluation of the programming to assure that:

      (1) Program content is relevant and beneficial to the target audience.

      (2) The target audience is adequately considered in terms of general need and content preference.

      (3) The information contained in the programming is academically and culturally acceptable.

5. General qualifications should be:

   a. Strong and current involvement with the Mexican American community and an understanding of their needs, attitudes and cultural heritage.

   b. A demonstrated competency in linguistic and instructional skills especially appropriate for the Mexican American population.

   c. Ability to work within and comply with existing contract and Bureau production schedules and to adequately function within the Bureau's general administrative organization.

6. Maintains a continuous dialogue with the SWCEL Monitor of the Bureau's program as well as with the ABE Director and SWCEL Director to keep SWCEL informed of current activities.

7. Will work closely with the Tucson Advisory Committee to insure that the channels of communication between the Tucson Mexican American Community and the Bureau's SWCEL program reflect appropriate cultural input and needs of the target population.

8. Provides feedback to the Southwestern Cooperative Educational Laboratory following each Advisory Committee meeting.

9. Provides monthly written reports to the Laboratory.

10. Is an employee of the Southwestern Cooperative Educational Laboratory and subject to all its policies and regulations.

Approved 1-15-70

Thursday, September 25, 1969
KUAT Studio
University of Arizona

The meeting was called to order by Maria Urquidez, Chairman, at 7:30 p.m. Members present were:

Miguel Bernal, Bernardo Cajero, Ramon Lopez, James Officer, Cecil Robinson, Felizardo Valencia, Manny Garcia, Adalberto Guerrero, Maria Urquidez, Frank Barreca and Rosita Cota.

Maria explained the composition of the committee and how every effort had been made to have good representation of all groups concerned with the Mexican-American community.

Mr. Barreca then went to give an explanation of the need for this type of an advisory committee. He said that basically he saw two things that had made the work of the previous advisory committee's work not possible; that of "communication and misunderstanding". Mr. Barreca explained his own personal commitment, when he took the job as the Director of KUAT and that was "to get involved with the community". He also explained the station's interest for minority groups. Several steps are being taken to establish communication. The "Fiesta Programs" were explained. These will be weekly programs starting November 2 for the community. They will be produced for and with the cooperation of Mexican-Americans. There has been some research done as to what the community wants, what types of programs do they want, etc. MASA has made it one of their goals to help in the production and evaluation of these "Fiesta Programs". MALC, when approached said they would wait and see if the liked them. If they didn't like the programs, they would protest, same way they did with SWCEL.

Mr. Barreca explained, next, the SWCEL Project, this being an experimental program, in which the University has been charged with the production of taped lessons that would teach adults, at home, how to speak English. Mr. Barreca gave a brief history of the reasons for the misunderstanding that arose. In the early part of 1968 an Advisory Committee was formed to help in the planning of these tapes. Several meetings were held and two approaches, as to the method of instruction were developed. In the Spring of 1968, the Mexican-American Steering Committee in Albuquerque, after doing some in-depth testing, realized that there was not enough money to tape with two different approaches. The original method, using animation, was decided upon. In the meantime, during the summer and fall, there was more field testing done and finally in January 1969 the tapes were produced and by February 1, the first five were ready. As of now, the first phase of the project is complete, with 13 tapes finished.

Now, the second phase of the project should begin. Not only will this new Advisory Committee have these programs to look at, but will also guide the progress of the "Fiesta Programs". The group could take up differences arising as the work progresses and make decisions and recommendations that would assure the success of tasks being undertaken. There would be some new personnel added. As of now, they have Mr. Bill Morrison, the producer, Carlos Carlisle, linguist; and Mrs. Sanchez-Navarro, as producer-writer. Mr. Barreca also sees the need for two persons who would be able to take the scripts home and translate them (Mr. Morales from Catalina has been suggested); also another very important person who would act as coordinator for cultural-affairs and community relations.

At this point, Maria made the suggestion that Mr. Barreca write a job description of this person and have it ready for our next meeting.

Mr. Felizardo Valencia then went on to explain about the controversy that had arisen over the tapes. He said that the main goal has been "to seek improvement". This he saw already happening and was pleased. He would also attend the next meeting, but feels that he cannot serve on the committee because of so many other commitments.

The last point that was brought, by Mr. Valencia, was that maybe there should be more representation from members of groups that represent the barrios and other Mexican-American groups. After looking over the names of the whole committee, it was agreed that the organizational part of our meeting be withheld until next time, when we would have everyone present.

A new meeting date was set for Thursday, October 2 at 7:00 p.m. same place.

The meeting was adjourned at 9:10 p.m.

Respectfully submitted,

/s/ Rosita Cota
Rosita Cota, Acting Secretary

APPENDIX C

Dorsey Cassell
Santa Maria, California

Coordinator

Resume of Recommendations:

We were certainly impressed with the improved quality of the new tapes. We had several phone comments and one letter concerning the series this year. Of those with whom I talked, there seemed to be a strong feeling that this is an excellent training tool and should be in use much more. I do believe the series would have been more effective if it had been run the second time. I believe it would now be possible to try tapes in other fields than Language. I have in mind some household skills for women and possibly job skills for men.

General Remarks:

It was my responsibility to coordinate the overall field test for the Santa Maria area. I did this by arranging with the Television Station (Chanel 3 KEYT, Santa Barbara, California) to run the provided tapes starting on January 5, 1970 and running through January 23, 1970. It was necessary for me to travel to Santa Barbara twice for this coordination. Each time I was interviewed on live Television about the program. I used as reference materials, that which Mr. Jaramillo had forwarded to me. I also arranged for the interviewers, who would be doing the field work of pre-testing and post-testing. We had some problems during the testing phases due to the severe flu which had hit our locale and as result, two of the interviewers were unable to participate on a full program basis. The bulk of the load then fell on Mr. Sanchez

and his wife who managed to complete the post-test phase. Both are well qualified for this task. The mortality rate was less this year even though the weather conditions here were such that a number of the participants were able to leave the area for a short visit to Mexico and had returned before the post-test phase had been completed. About 2/3 of the participants were transient farm workers. That is they are mobile to the general area of the Santa Maria Valley and the Santa Ynez Valley of central California. They all seem to have relatives in Mexico and visit them frequently. Age groups were from 18 years to 8[illegible] years; however, the average was about 38 years of age. It was difficult to establish the type of television program that is most watched in the home. Most said that they (parents) watched what the children had turned on the set. They did not seem to have any particular likes or dislikes about watching a particular program. All the test participants liked the "Empleon Ingles" series and said they would like to see more. Some explained they would have done better if they could have watched them again before they were tested. From purely the field testing portion of the program, I believe the series was much better organized presented and produced this year. Hopefully, we will be able to work with you in the future on these and other programs.

David J. Sanchez
Santa Maria, California

Interviewer

Resume of Recommendations:

Tapes were excellent. We should try to get these 15 tapes on TV again and over three times. Some of the people that I talked to said that one running was not sufficient for them to learn. They may be correct. I think that an effort should be made to keep these tapes before the people on TV for at least three showings.

General Remarks:

Also if films of these tapes are available they should be put to use immediately, as I feel that the tapes were excellent. I also think that the content of the lessons was excellent and that this material should be made available to organizations working with Mexican American adults.

Carmen Alejandre
Santa Maria, California

Interviewer

Resume of Recommendations:

Program should be in the afternoon so that more people could see it. The Channel 3 was not too good in Guadalupe. Next time get Channel 6 or 12.

General Remarks:

I saw people and explained the reason for the program. I checked with the participants to be sure that they were seeing the program. Program was excellent and we should have something like this going on for a longer period of time.

Julian Garza
Denver, Colorado

Coordinator

Report on Evaluation of Video Tapes

I. Technical Aspects of the Test:

The program was televised by Channel 6, KRMA TV Educational station, starting January 12, 1970. The lessons were televised on Monday, Wednesday, and Friday for five weeks. Due to station schedules, the programs were televised at 10:03 PM for eleven (11) lessons and the last three at 10:33 PM. The total number aired was 14 lessons.

On January 21, the station experienced a malfunctioning video recorder and were not able to telecast lesson # 5. The program director tried to contact me and I returned his calls, but were not able to get in touch till Monday, January 26. The station had already proceeded with the sequence omitting lesson # 5 in the process.

Field interviewers were sent out that same evening, January 26, before lesson # 7 was shown; to insure that the participants had not gotten confused. They stated a slight confusion at first but were relieved when lesson # 6 appeared the next viewing day. They had no trouble as a whole in jumping from lesson # 4 to lesson # 6, or so they stated. They were rather glad to see us anyway--I guess to show us that they were learning the lessons.

I hope the data from the computer shows up any problems due to the omission of that lesson, to see if it was detrimental or not.

II. Testing of Participants:

The 50 people were divided into four groups of twelve and two remaining. Testing for the most part (post test) was conducted by the field interviewers the Saturday following the last lesson on February 13, 1970, except for one group of twelve persons. This was due to illness on the part of one field interviewer. Rather than substitute for him I decided to allow him to post test the following week so as to maintain testing objectivity.

Of the 50 persons participating, we post tested 41 persons, for a loss of 18 percent. One of the main problems for the loss was a change in residency without leaving a forwarding address. One possible reason for their moving was the fact that they were illegally in this country and felt somehow that this testing group might turn them in. Every effort was made to insure that we had gained their confidence at the beginning. Of course, there could be other reasons.

Regarding the last four questions sent later by SWCEL, you should notice that some of the answers are on the back of the post test. Others are on a separate sheet behind the information which is on top of the tests.

III. Comments by Participants and the Field Interviewer:

The participants enjoyed the lessons tremendously for the most part. They really thought they were worthwhile. Some of the participants had hoped that this program had continued. We explained the situation again and they were satisfied with the responses.

Some of the viewers felt that 10:00 PM was rather an excellent time for the viewing, because their children had already gone to bed. Others felt that it was a bit late, especially after having worked hard all day and wanting to retire early but couldn't because of the lessons. My opinion is that around 7:30 or 8:00 PM would be an ideal time for the televising of the program.

They generally liked the cartoon characters. They felt though that at times it was confusing to understand the dialogue between Mrs. Mora, the professor and the others. A few felt they were not needed.

They felt that the lessons were very repetitious, though a few commented that they really liked this aspect of the lesson. They also stated in most cases that they were not shy or afraid to repeat the words because they were at home, which shows some validity to the home viewing case.

Julian Padilla, Jr.
Denver, Colorado

Interviewer

Resume of Recommendations:

Works books to accompany TV viewing and shorter test.

General Remarks:

Job completed as discussed. Some of the animated characters are hard to understand. The viewers are sometimes confused as to when to repeat words or phrases. Interviews went smoothly.

Julian Garza
Denver, Colorado

Resume of recommendations:

I will reserve any and all recommendations for the end of the project.

General comments:

All five TV stations in the Denver area were approached. The biggest problem was the timing of the project. Channel 9 turned it down because they were going to show a similar video program except that this was directed at children (5-6 years of age). Channels 2 and 7 were very receptive to the idea, but in both cases they wanted to wait until the first week in January to decide whether they were going to make a commitment or not. This again was a program scheduling problem. Channel 4 said after they deliberated for two weeks that they could put it on in the summer months but couldn't at this time. The station that is showing the tapes is Channel 6 - KRMA Educational TV station at 10:00P.M. at night right after the closing day notices.

The biggest problem that we encountered here in Denver was student recruitment, because a greater percentage of the Mexican American population speaks English. They are generally forced to by their kids. We were able to obtain the required number of people (50) for the project. Aside from just knocking on the doors and asking people if they knew somebody that didn't know English, we also went to some of the Adult Basic Education classes where English was being taught and asked if they knew of someone. In fact, I was able to show the film to an advanced class at St. Elizabeth's ABE class. The director and the teachers were very enthusiastic and felt that this could be a good tool to have and felt it was effective.

There was no problem in hiring of interviewers, because we happen to have 35 Mexican American students at Denver Law School, most of which speak Spanish very well and are happy to participate in projects such as these.

A. Baltazar Baca
Denver, Colorado

Resume of recommendations:

A need for a shorter pre- and post-test that will not be as redundant.

General comments:

1. One of the major problems was to get people that qualified.

2. It was interesting to note the willingness of the people to be interviewed and cooperate whether qualified or not.

3. I noticed that people knew most of their English in relation to themselves or money (counting).

4. Although it was difficult at times to interview people in their homes with their children around (esp. when the children knew English), I am of the opinion that the home atmosphere is the most realistic place to conduct the tests (pre- and post-).

5. The time of program (10:03 & 10:30) was not a negative factor, but rather a plus factor, because the people felt that the children would be in bed and the "good programs" would be off the air, thus they would be able to watch our program without any conflict.

Sylvian Roybal
Denver, Colorado

Resume of recommendations:

Both pre- and post-test should be shorter.

General comments:

I believe that the measures for qualification were much too strict. Perhaps there were too many one word questions. If these types of questions are necessary in the amount that appeared on the test, I believe their value score-wise should be decreased.

Roman Maes
Denver, Colorado

Resume of recommendations:

If possible, the pre-test should be shortened. I noticed that time was of essential value to the people being interviewed. The test contained too much repetition which, if possible, could have been eliminated. Secondly, the movie involved in this research project was good, but again, there was too much repetition. Repetition to the extent that it confused the viewer.

General comments:

In this research project, I interviewed 13 people, all of which had been in Denver for less than 5 years. The location or area involved was in West Denver and Northeast Denver. Most of the people interviewed complained that their lack of English had hampered their possibilities of acquiring better jobs. Secondly, all of the interviewed were very religious. Religious statues or paintings were prominent upon entering their homes.

Most of the people whom I interviewed showed deep interest in learning English. They apparently have realized that an English vocabulary could help them in the future.

John Benson
Miami, Florida

Resume of recommendations:

1. Structure series to avoid consecutive translation to first language in later programs.

2. Simplify dialogues between actors.

3. Edit out heavy humor.

4. Provide more written representation of items taught.

General comments:

The translation to Spanish throughout the programs tends to confuse the viewer when he mentally checks what he already knows with the first language equivalent. A block appears in this process which holds the viewers attention while the following item is being introduced, hence the viewers complete attention is lost.

The dialogues between the various actors might be simplified to avoid the necessity of using several persons at one time. The viewer becomes involved in keeping track of the many people practicing a particular sequence and his complete attention to the detail of the response is again sacrificed.

Humor as an aide to establishing rapport is well handled; the same humor used to support grammatical sequences becomes heavy and persistent.

Viewers have reported that written forms of the patterns they are practicing would be helpful. Since the TV series provides no printed materials, viewers report that they are attempting to note down particular phrases while the lesson is in progress. They naturally lose a portion of the lesson doing this.

Don Williams
Miami, Florida

Coordinator

Resume of recommendations:

"Characters" in films do not always speak so that they are readily understood even by native speakers. Voices are distorted. Some visual representation on the screen of material being taught would be of help to many students. Perhaps it would be more effective to have Spanish translation before English so the student would know what it was he was about to hear.

General comments:

Contacted television stations in the Miami area regarding free time to show "Empleen Ingles". Station WTHS-TV agreed to show the films. Met with Don McCollough at the station regarding time available for televising the series. Time agreed upon was from 4:00 until 4:30 P.M. each weekday afternoon for three weeks beginning on January 12. Hired four interviewers, helped train them after returning from training session in Albuquerque. Arranged for interviews, and pre-tests.

Mirtha Benson
Miami, Florida

Resume of recommendations:

1. Voices from cartoon figures should be clearer.

2. Viewer should know at all times when he is to repeat - there are parts of each lesson when the viewer is in doubt whether he should repeat or listen.

3. The slapstick comedy should be eliminated. Viewers report that it does not help them understand.

General comments:

The voices coming from the cartoon figures (Senor Bocaton for example) are difficult to understand. In addition, the lip movements of the figures are sometimes out of sequence with the actual sounds. Students prefer another method of showing how the sounds are made -- perhaps a closeup of Mrs. Mora's mouth making the same sound.

At times, the viewers have asked me when they were supposed to repeat the material presented. Mrs. Mora is usually clear about the exact response she wants and when she wants it -- other times she is not.

Many viewers have expressed that the comic scenes "les caen pesadas" -- that they don't "go over". Especially distracting was the scene in lesson 3 or 4 where a policeman and a large number of people were belaboring object pronouns.

Jorge Cunill
Miami, Florida

Resume of recommendations:

1. Sometimes it is confusing because of the form the questions and answers are repeated.

2. Include writing. By this I mean that the conversation(s) to be taught could be written once during the half hour sequence so that the viewer may write it down if he wishes, if not it might help him remember it.

General comments:

Up to now the group that I pre-tested has called me to tell me that they find the technique very good. They understand Miss Mora very well, but some of the animated people are difficult to understand.

It is a pity that this program (series) has had to be shown at 4:00 in the afternoon. Because of this time, the majority of the people in my group are housewives who have very little opportunity to use the conversations learned on TV out on the streets.

I think there should be a sequence in structure between conversations. That is, the conversation that follows another one should have just a small change in structure. I understand that this is difficult, for it would take more than 50 programs to accomplish what you are doing in 15 now.

Liliana Cunill
Miami, Florida

Resume of recommendations:

The students in my group have only three complaints.

1. The conversation should also be presented in a written form.

2. They get confused at the end of each program when the drill is done. Sometimes they don't know if they are supposed to repeat or answer.

3. Some of the voices are difficult to understand.

General comments:

I find the series very moving. It makes the student want to repeat with Miss Mora and the rest of the "teachers".

If possible, I think the suggestion given by the group I have pre-tested, about having the conversation written, is very logical. You could have the sentence written on the bottom of the TV screen while Miss Mora is repeating the sentence. She could repeat the sentence two or three times while it is written down and then have it disappear and not show that one again. This would help those who want to copy it down at home have a reference for further repetition by themselves.

Louis Mercado
New York, New York

Coordinator

Resume of Recommendations:

1. Don't field test in January or February in New York City. Weather conditions are lousy. People become ill.
2. Send covering letters and make initial contacts to all TV stations from Albuquerque. It's more professional. Field coordinator does follow-up. All of these calls and interviews were time wasters!
3. Adjust coordinator's salary. My time and headaches are not covered by $400, no matter what the initial agreement was based on. It's not realistic.
4. Coordinator can handle training of interviewers.

General Remarks:

TV time difficult to obtain on commercial TV. In New York City definite lack of public service approach. Several interviewers became ill due to most severe sub-freezing spell in the last 50 years. Negotiations with local educational agency (Board of Education) for cooperation in obtaining our adult population were difficult. Coordinator trained several additional interviewers. One is 1/3 part-time, and one is 4/5th's part-time. Jose Colon due to a hand injury was only able to work on 4/5 th's part time basis. The new interviewers are Juan Olivo and Nancy Garcia. Juan will be paid $120 and Nancy will be paid $50. Jose Colon will be paid $120, and Maria Figueroa will be paid $160. Gene Calderon will be paid $150.

I request an adjustment of our coordinator's salary for services so as to get a fair return for my time and effort, which is considerable. The need to train two new interviewers and the resistance to this type of program by the communication and educational bureaucracies are the main factors in my request.

Gene Calderon
New York, New York

Interviewer

Resume of Recommendations:

It (exam) was a little too long. The questions are good but I don't think they were relevant.

General Remarks:

The people were restless when certain questions were asked. The time of the program hindered people from watching it. Some questions were too personal in nature. The vocabulary section was a true test of knowledge of words. Questions referring to everyday conversation were important, but the people understood or translated them more in Spanish. The people were speaking English more in a Spanish context or structure.

Jose L. Colon
New York, New York

Interviewer

Resume of Recommendations:

Tests were too long.

General Remarks:

Programs were good. The programs watched were at least 10-12 out of 15. Some people were suspicious about the tests. Other people refused to take them. Most people enjoyed the tests and learned from the tests themselves. Some people felt that the test was monotanous. Some felt that the tests were too hard.

Maria Figueroa
New York, New York

Interviewer

Resume of Recommendations:

I felt exams were rather long and drawn out.

General Remarks:

Some of the people were rather hesitant to answer questions for fear of losing their public assistance checks. They thought the results would be given in to the government and if they learned too much English their transportation and other money would be taken away. Most of the people I tested progressed after watching some of the video tapes. At first, they found them very elementary but later on seemed to enjoy them.

Nancy Cruz
New York City

Interviewer

Resume of Recommendations:

Found interviewees cooperative, but suspicious of nature of interviews. They did feel that this was a commercial scheme to exploit them. Suggest individual identification for interviewers. Believe the TV shows should be more family oriented.

General Remarks:

Nancy Cruz was employed as a part-time interviewer. She was trained by the coordinator and interviewer. The interviewees related to her charm and personality and she had no problem with our people. She did four interviews--pre and post. Her basic impressions were that the clients, though motivated to learn English, had negative learning experiences. She was pleased to be part of the project and was touched by interviewees pride in being interviewed by Puerto Ricans who were in college. She indicated that our people, though somewhat negative to the "Chicano" flavor of the program, reflected some positive attitude among themselves. Interviewees did practice patterns with friends.

(This "Report of Consultant Service" was written for Nancy Cruz because of her schedule she was hard to reach. However, the comments are her own.)

Joan Olivo
New York, New York

Interviewer

Resume of Recommendations:

The Professor on the TV should not be so redundant. The program should have been conducted a little earlier because the people found them too late.

General Remarks:

Some of the people were bored with the program because they were elementary and very redundant. Some of the people refused to take the exam for fear that if they showed progress the government would deduct their money. They suspicious, afraid of the materials of the exam because they were afraid of being exploited. Before, a similar survey was conducted and it was used to put down the Puerto Rican Community. They felt pride in that we were young Puerto Ricans in College. People felt that they were good, but too late.

Arturo McDonald
Brownsville, Texas

Coordinator

Resume of recommendations:

I found the TV program manager (Hank Prize) KGDT, Weslaco, Texas, very willing to cooperate. However, I feel that if money is made available a better time can be acquired to show these films. The TV station naturally would not give us prime time because of their commitments to businesses.

General comments:

It is of extreme importance that the right person is hired to do the interviewing for the sake of not only finding the right student but also to have a continued follow through in an attempt to make sure that the students do see the TV show every morning. However, in our case the time which was devoted to our program was at 6:00 AM to 6:30 AM, which we found was not at all a good time for our students. When the interviewers talked and tested the students on the pretest, the students felt that they could make the effort to get up this early to participate. But as our interviewers made the rounds and checked with students, we found that students were dropping off extremely fast in large numbers. Their reasons which were hard to overcome were because of the time of presentation. Their feeling, however, towards the films which they saw is one of the most exciting that I have seen towards any ABE program. I would like to take these films and show them to the same students and again test them for effectiveness of the films.

The response from the general public, according to the TV station, was the best of any concerning public services programs. We have requests from public school superintendents for loan of these films to their school systems to be used in their special English classes.

Sarah Trevino
Brownsville, Texas

Interviewer

Resume of recommendations:

Emphasize the actual participation of the viewers. Continue with the thirty minute programs for they are neither too short or too long. It would be excellent if these films could be shown again in this area.

General comments:

The students that viewed most of the films liked them very much. They liked Mrs. Mora and the cartoon characters because they provided the student with the needed aid in the English pronunciation. The music used in the films was excellent in getting the students' attention.

As a whole, the films do provide much learning according to the viewers. The only reason that this project was not as successful as it would have been was because of the time the films were shown. It turned out that the majority of the students were not willing to put an extra effort on their part in getting up early in the morning. I strongly feel that if these films would be shown again at a later time of the day, the results would be magnificent. Perhaps if money would be allotted to the television station, a better time could be acquired to show the films.

Oscar Barbour
Brownsville, Texas

Interviewer

Resume of recommendations:

I feel the films should be shorter. Lessons become tiresome after a while. The time we were given on the films was very early, therefore, they were not as effective as they could have been. The films overall were fairly good.

General comments:

At the time of the pretesting period we had more than enough volunteers. It seemed a bit early for most of them but they assured us that an effort would be made. I checked with them periodically and reminded them to watch the films.

At the post testing period we found out that many had seen 5 - 8 films but not very many had completed all the films or more than 10 films. We asked for reasons and they were varied but the one reason that stood out more was that it was just too early.

Some remarks from the people were that the films were too simple. Others disliked the cartoons. The majority of the ones I interviewed liked the films very much and were not critical at all.

If we could present these films at a later time on TV many of our citizens could really benefit from your program.

Aurora Gonzales
Brownsville, Texas

Interviewer

Resume of recommendations:

Students would like to have supplementary materials to study after each tape. Use students that are at, or close to viewers level. Use more Spanish names to keep the interest of the viewers, such as in the introduction part. Program should be longer with more time to review.

General comments:

Overall comments of the program were favorable. All of the students enjoyed it tremendously and those that failed to view the complete program are eager to see it again as they heard the good remarks made by those who saw the 15 films. The students particularly liked the way the lessons were presented with different approaches which kept them interested in the program. It was motivating for the student. Some films covered too much material and not enough reviewing. The students needs (according to the ones I interviewed) were that they need reviewing when too much is presented on one particular film. Most of the students that I interviewed happened to be a level one majority. This meant they knew very little or no English at all. The film should be longer with more reviewing. More instruction should be given to the students' viewing as far as participating in the actual presentation. The only complaint was the time which the program was shown. Six o'clock was too early for some of these people. Overall, no changes are needed. The music was good. These were the remarks of the students--which is what matters in making the study more effective.

Juan Jose Martinez
Brownsville, Texas

Interviewer

Resume of Recommendations:

Have less characters. Make it so that most attention be centered around one main character. Have longer periods over each film. Emphasize an actual participation of the viewers. Stress the idea of "involvement" Delve more on building-up retention span by presenting more secondary reinforcement.

General Remarks:

First of all, the majority of the testees were in accord in regard to the time at which the "television show" was on. That is to say, that they (testees) felt it was too early (six a.m.) to be testing (and seeing) to such shows with an idea of doing any learning. They seemed to have liked a later time in the morning. As far as actual comments of the testees, they all seem to fall under the idea that they (we saw most films) enjoyed it. Some would go on to say that they liked the way "Mrs. Mora" presented her instruction. Actually, the testees enjoyed all of the characters in the films. Along with this, the testees had positive comments to make with respect to the sound on the film, they (testees) concluded that the different sounds (music) were real attention-getters. Further, the testees felt that the "Bocaton" was an excellent audio-visual aid. For it helped them pronounce difficult words. Similarly, these students were real happy with the brilliant colors used on the films.

Some of the students (who took the test) exclaimed that the "shows" should be extended over a longer period. At least to an hour. They felt that doing this would ease their learning process. Likewise, the testees felt that more repetition was needed on the different lessons.

As far as my personal observation is concerned, I feel that most of the testees who did not see most of the films was due only to the early "time." For I feel that they were willing to do anything that would help them learn English. Most of the testees who saw most of the films were either older adults, or mostly girls. The men were apt not to see them. However, those that did not see all the films regreted it, after they heard some of the comments of those who viewed all of them.

Robert Avina
San Antonio, Texas

Coordinator

Resume of Recommendations:

The interviewers appointed needed more extensive training in meeting with people in the barrios, because in talking with the interviewers, that didn't follow through with their commitment, they said they misunderstood their instructions. I think, too, thatthey showed lack of responsibility due to lack of rapport.

General Remarks:

Competent intervewiers were selected from a list of persons that have long experiences in working with ABE students in the barrios, and they accepted before knowing that they would be compensated. However, the interviewer that got the best results was one that used his own class and the students did it not only because of interest, but because of the sense of obligation and responsibility to the teacher. Most interviewees were eager to help and as a result of the field testing, four (4) that we know of, have enrolled in ABE classes. I conclude that by showing portions of the tapes during prime time, TV telecasting, as a community service could lead to a good recruiting technique. In contacting the WOAI-TV Station to show the tapes, Mr. Ralph Mock, TExas ABE Director, accompanied me and was delighted with the reversed response of gratitude from the Station Manager when he thanked us for selecting them to help us in the field testing. After previewing tape #1, Mr. Jack Carrol and Miss Margaret Martin stated that this is what is needed in San Antonio.

I am pleased to note that everyone at the Station has been very cooperative and responsive. May I suggest that some kind of a certificate of appreciation be given to them for their dedication, interest, and the time they so generously gave. At the request of some students, after the field testing, I have shown two (2) tapes in our Adult Learning Center #1. At the end of the first tape, the students wanted a second showing the following day. The third day, tape #2 was shown and the students were asked if they would like a second showing (of tape #2) the next day. They responded negatively by repeating some of the dialogue, in tape #2, so tape #3 is next. The tapes have been requested by many students and teachers. We would need another copy plus two ½" video copies and one 1" video copy to meet our present needs. An attempt to arrange afternoon and/or evening showings of these tapes is in the planning.

Josephine Avina
San Antonio, Texas

Interviewer

Resume of recommendations:

All interviewees were very pleased with this method of learning. They commented that they liked the repetition and the variety of personalities. I also had comments that the vocabulary was relevant and that many of the words were "completely new." They also commented that they wouldn't omit or change anything except maybe the pace. Some felt they went too fast, especially toward the end.

They requested time and time again to have films shown at a more convenient time. As a result some 8 or 10 have gone to the center to view the tapes.

General Comments:

The interviewees who attend class thought this was a good method of reinforcement. The interviewees who do not attend class were enchanted with this idea of learning.

Some students who could not view the program at this time requested that it be shown to them.

Some interviewees had positive reactions about the films but were not very verbal.

It is my understanding that the interest for the films is high, especially for the homebound interviewee.

One non-interviewee, who is a more advanced student of English, and saw some tapes, expounded his dislike for this method of teaching English. "They are being taught just like children."

Joseph P. Leyva
San Antonio

Interviewer

Resume of recommendations:

Programs are too early in the morning. To most participants the viewing interfered with breakfast preparation, getting their husbands off to work. Recommend mid-day or early afternoon presentations.

General Comments:

Consultant found it difficult to find subjects who knew little or no English whatsoever. Knowledge of oral English is common. The need is for basic, elementary learning; e.g., reading, writing and arithmetic. While the TV "Empleen Ingles" series is very well presented, according to the opinion of all interviewees, yet many expressed the fact that teacher-student contact is far more effective. It is believed that a TV series is far more effective under teacher supervision and in a classroom setting. This is brought out by the fact that none of the interviewees watched all 15 TV lessons. A greater degree of motivation is necessitated if home learning by TV is to result in permanent learning.

Nick Calzoncit, Jr.
San Antonio, Texas

Interviewer

Resume of recommendations:

Some, housewives especially, prefer a later time. Make the films available as quickly as possible.

General Comments:

The programs are excellent. This will undoubtedly be supported on post test results.

Most of the people I interviewed are poor. Some extremely so. Poor to reception, cold houses, empty stomaches, sick children are conditions which hamper language learning. You should keep this in mind when evaluating the enclosed results.

I made my contacts at three Adult Learning Centers. Most of the work can be done this way. This certainly cut down on the leg work.

It doesn't seem necessary to include a page 3 in the pretest.

Post testing should be done immediately after the showing of the last lesson.

Some way should be found to pay the people interviewed. Effort should be made to find poor people to interview.

Consideration should be given to using whole families in this type of research.

Carlos Cansino
San Antonio, Texas

Interviewer

Resume of recommendations:

Most of the people I talked to during the test and post test liked the teaching techniques used but disliked the early hour. They also said the teaching oral pronunciation could be slower.

General Comments:

In pretesting interviewees seemed very eager to participate. The first 10 that I tested, 9 passed with over 160 points.

The interviewees that viewed the tapes thought that they were very good and they would like to view them again in our Adult Learning Center.

APPENDIX D

UNIVERSITY OF SOUTHERN CALIFORNIA
UNIVERSITY PARK
LOS ANGELES, CALIFORNIA 90007

DEPARTMENT OF
GOVERNMENT CONTRACTS AND GRANTS

TELEPHONE (213) 746-2371

IN REPLY REFER TO: 099030/8054

March 10, 1970

Dr. James L. Olivero
Executive Director
Southwestern Cooperative Education Laboratory
117 Richmond Drive, N.E.
Albuquerque, New Mexico 87106

SUBJECT: USC Proposals for three Study Papers Dealing with Problems of Americans with a Mexican Cultural Heritage.

REFERENCE: Meeting at USC on 11 February, 1970

Dear Dr. Olivero;

In accordance with agreements made in the referenced meeting, the University has considered the areas of interest which you outlined and has developed the following proposals for your consideration:

Proposal
1. Exploring Community Resources
2. A Community-Centered Curriculum
3. Mexican-American Cultural Heritage

The University has committed itself to the furtherance of research in this vital area and will be most anxious to serve you and the community in the manner herein proposed.

Should any further information be desired, please contact Mr. Richard N. Pearce at the above address or phone (213) 746-2371.

Very truly yours,

Clark A. McCartney, Director
Government Contracts & Grants

CAM:RNP:pm

cc: Patricia Cabrera
Dr. D. Wilson

RATIONALE

Throughout the U.S. a resurgence of community development projects is underway. Realizing their import as members of a community, as decision-makers and as partners in making their surrounding a more pleasant and a safer place in which to raise their children, people are taking action by joining together. The non-English speaking Mexican-American member of the community, however, is often overlooked. It is too difficult and time-consuming to explain to him, to convince him, and to finally enjoin him in ways to better his community. So he is ignored, and consequently he withholds information, creative ability, and spirit that could only enhance such efforts in the true spirit of American co-operation.

Too, because he is often a migrant farm worker, the low-income rural dweller moves so frequently that he has little time to take root and identify with a single community even if he wanted to do so. He arrives in town, seeks a place to live, and is there for such a short amount of time that he is easily overlooked. For the majority community member, he is a momentary burden who will never stay long enough to contribute. Little wonder, then, that misunderstandings arise to alienate the migrant/seasonal farm worker from the community. It is in innocence of his legal rights and responsibilities rather than in ignorance of them that he sometimes appears to be unconcerned with problems. In fact, he is deeply concerned, however, because of the language barrier, he is unable to communicate his needs to the majority members of the larger community.

Efforts have been made in the past to alleviate the situation, but they have been too microscopic in relation to the magnitude of the problem. For instance, bilingual officials, occasionally try to explain the workings of the law and the various community agencies, but such efforts usually come too late. By the time

the migrant/seasonal farm worker has been hurt several times by a system which purports to help all community members equally, the migrant/seasonal farm worker has grown suspicious. He will listen, but he has ceased believing. His ear has already been filled with too many lies, and he grows farther from the mainstream of the community and pulls more deeply within himself, thereby shutting off from the community his help and support.

How can the community attempt to alleviate this situation? We propose three papers which can go far in helping communities find ways to work with such problems:

1. Exploring Community Resources: how to gather information from existing agencies and from members of the non-English speaking community.
2. A Community-Centered Curriculum: an example of relevant issues which arose from such an exploration and how they were fashioned into a community-centered curriculum in English as a Second Language.
3. Mexican-American Cultural Heritage: a curriculum which explores the desires of the Mexican-American community to learn more about their cultural heritage and what one such community decided should be included.

PROPOSAL # 1

EXPLORING COMMUNITY RESOURCES

EXPLORING COMMUNITY RESOURCES

Exploring Community Resources:

In the Fall of 1969, a program was instituted under a sub-contract from SWCEL to involve the teacher interns of Teacher Corps: Vista and Teacher Corps: Migrant at the University of Southern California in the development of a relevant curriculum in Adult Basic Education to be used for the production of a series of video tapes. This internship program is located in Tulare County, California, an area heavily populated with Mexican-American and other non-English speaking migrant farm workers. The focus of the teacher intern program is thus on both the education of the children of the migrant farm worker, and the education of the migrant farm worker himself in Adult Basic Education programs (English as a Second Language, Consumer Education, etc.).

As a preliminary step in the development of such a curriculum, the interns decided to go directly to the source -- the questioner himself. They proceeded by developing a questionnaire which pursued various categories of questions, and then carried this questionnaire into the community to gather information. Included in their survey population were the migrant farm workers themselves, various community agencies (both government supported and action agencies), all community organizational committees of an advisory and/or action nature, and key people in the community as a whole.

The first paper will focus on the "how to" aspects of exploring community resources. Such questions will be pursued as: Where does one go for such information? Whom does one contact? What available manpower can be tapped for making such a survey?

It is hoped that such information may be of important benefit for anyone interested in incorporating the Mexican-American into community activities.

BUDGET #1

100.	Personnel Compensation, Total			$3,345.00
	110. Salary and Wages, Total		$3,300.00	
	a. Director	$1,000.00		
	b. Project Coordinator	900.00		
	c. Writers (2)	1,400.00		
120.	Personnel Benefits		45.00	
200.	Transportation and Per Diem, Total			1,300.00
300.	Rent and Utilities, Total			100.00
400.	Communications, Total			155.00
	410. Telephone		100.00	
	420. Postage		55.00	
	Total:			$4,900.00

PROPOSAL # 2

A COMMUNITY-CENTERED CURRICULUM

A Community-Centered Curriculum

Since the major segment of the nation's farm-labor population is comprised of Mexican-Americans who speak no English, any program designed for the clientele must stress the Teaching of English to Speakers of Other Languages. Furthermore, in light of an obvious lack of intercultural understanding, there is a need for a program in community education. This paper addresses itself to design and content that make a realistic and readily implemented program. It develops Adult Basic Education classes in TESOL that combine proven and innovative concepts in a relevant curriculum. It will also serve as a medium for establishing relevant dialogue and a podium for sharing concerns and developing caring relationships that will ease racial tensions in these communities. Further, TESOL will encourage non-English speaking migrant and seasonal farm workers to enroll in traditional adult basic education programs.

This paper will consist of three components, each with a different focus but each a relevant part of community life. They are designed to provide information about community resources, to develop community involvement and individual responsibility to the community, to acquaint members with community services, and to encourage participation and leadership in community development.

1. Consumer education programs will focus on helping members of the economically disadvantaged community to understand better the complexities of consumer buying rights and credit responsibilities. Such programs shall inform both the non-English-speaking and English-speaking consumer about truth-in-lending laws, credit buying, insurance procedures and financial liability.
2. Parent education programs will assist parents in obtaining information necessary to their children's well-being.

These programs will include information on educational opportunities for low-income people selective service laws and the application to their children, functions of the juvenile court, public school law and narcotics abuses.

3. Community information programs will focus on services available for members of the community, and the responsibilities of individuals to the community and its development. Topics to be explored include law enforcement, legal assistance, new vocational opportunities, employee benefits such as workmens' compensation, social security, income tax services, voter education, and special agencies (library, recreation, health, transportation/communication, utilities, etc.).

BUDGET #2

100.	Personnel Compensation, Total			$3,245.00
	110. Salary and Wages, Total		$3,200.00	
	a. Director	$1,000.00		
	b. Project Coordinator	900.00		
	c. Writers (2)	1,300.00		
	120. Personnel Benefits		45.00	
200.	Transportation and Per Diem, Total			1,300.00
300.	Rent and Utilities, Total			100.00
400.	Communications, Total			155.00
	410. Telephone		100.00	
	420. Postage		55.00	
	Total:			$4,800.00

PROPOSAL # 3

MEXICAN-AMERICAN CULTURAL HERITAGE

3. Mexican-American Cultural Heritage

The typical Mexican-American migrant farm worker suffers from an inferiority complex in terms of seeking self-help through education. The reasons are all too tragically apparent. He is poor and not just "statistically" poor. His poverty falls within the old-fashioned definition of the word, which means being without adequate shelter, without adequate clothing, without adequate food. It means negated ambitions, lack of hope, social discrimination, and a prevailing attitude of fatalism. These physical and psychological effects of abject poverty are shared by all who live under its shadow, but the Mexican-American migrant and seasonal worker bears an ever greater burden. He lives in a society whose norms are at variance with those of his own culture but to which he is expected to conform. Because of the language barrier, he is unable to communicate with the majority members of that society. As a migrant he is rootless -- he has no claim in the community, no voice in its government, no recourse for his grievances. Thus, by virtue of his poverty, his culture, his language and his homelessness, he is in almost total isolation from his enviroment.

There is little wonder then that such a person develops a negative image of himself -- that he feels alienated and rejected. Before any education or rehabilitation program designed to help the Spanish-speaking migrant and seasonal farm worker can achieve its objectives, there is first and foremost the need to build his ego to a higher level. Before he can begin to think in a postiive enough fashion to accept the idea of goal achievement through education, he must have some feeling of dignity and confidence in who he is and what he is. He must know himself as part of an ancestral stream. He must, in terms of his cultural heritage, become a proud Mexican before he can begin to feel pride in being an American.

In an effort to achieve this goal, we are proposing development of a paper

designed to show ways to enhance the Mexican-American's pride in his rich traditional and historical background. The emphasis will focus on different aspects of the culture, ranging from the historical and sociological to the artistic and musical. Instant theater, scenes from plays, re-enactments of incidents from history, the interplay of lectures and skits can all be used to dramatize the historical and sociological facets of the culture, as well as its folklore and literature. The important religious holidays, the fiestas, the clothing, the food, the customs -- these will be incorporated into the papers. The native arts and crafts, the music, the folk songs and dances of Mexico offer an endless resource of ideas.

BUDGET #3

100.	Personnel Compensation, Total			$3,445.00
	110. Salary and Wages, Total		$3,400.00	
	a. Director	$1,000.00		
	b. Project Coordinator	900.00		
	c. Writers (2)	1,500.00		
	120. Personnel Benefits		45.00	
200.	Transportation and Per Diem, Total			1,000.00
300.	Rent and Utilities, Total			100.00
400.	Communications, Total			155.00
	410. Telephone		100.00	
	420. Postage		55.00	
	Total:			$4,700.00

APPENDIX E

southwestern
cooperative
educational
laboratory

117 richmond drive ne
albuquerque, new mexico 87106
area code 505 265-9561

February 16, 1970

Dr. William McGuy
Proteus Adult Training Center
P. O. Box 1069
Visalia, California 93277

Dear Dr. McGuy:

Irene, Duane, and I appreciated your meeting with us at the airport in Fresno to go over the work that has been done cooperatively between the Laboratory and the Proteus Project on the Adult Basic Educational materials.

As you recall from our discussion, we have found that the only way we can reimburse the $18,000 plus which has been expended since September, 1969 through February 13, 1970 is to amend the fiscal year 1969 proposal. This amendment is to provide for Proteus furnishing the following acceptable products:

1. Acceptable video tapes which will help to complete the package materials outlined in the 1969 proposal.

2. A philosophical statement about the purpose of ABE.

3. An outline of the systems approach as being prepared by the Proteus staff.

4. Visible resource materials in the fields of driver education, reading, and citizenship.

5. A PERT Chart which outlines the sequence of decisions which must be made by teachers involved in adult basic education.

6. Pre and post-test materials and/or relevant diagnostic instruments that can be used with the teacher.

7. An audit report covering the $18,412.25 expended since September, 1969.

The Laboratory, in turn, will (upon approval by Mr. Sours) agree to hire the auditor to complete the audit report.

We are initiating letters today to the Office of Education asking for the amendment of the 1969 proposal and expect it will take approximately thirty days for the amendment to be approved through the ABE staff in Washington as well as the contract in office.

Again, let us re-emphasize that the fiscal transaction will take place upon acceptance of approved products by the SWCEL staff.

Call upon us if we can be helpful in any way.

Sincerely,

James L. Olivero
Executive Director

cc: Mr. Duane Sours
Mr. Felipe C. Gonzales
Mrs. Irene Sikelianos

JLO:sh

Signed in the absence of the Director

APPENDIX F

southwestern
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117 richmond drive ne
albuquerque, new mexico 87106
area code 505 265-9561

February 18, 1970

Mr. Gilbert Chavez
Adult Basic Education Branch
Office of Education
U. S. Department of Health, Education and Welfare
Washington, D. C. 20202

Dear Gil:

This is a letter to request an amendment to the SWCEL Contract OEG-2-7-005081-5081 and more specifically to the subcontract awarded to PROTEUS by SWCEL, ABE-3-17-15-00.

An extension is requested which constitutes a period of time from September 1, 1969 to February 13, 1970, as well as constituting additional ABE packaged materials that are integral parts of a total program.

Specifically, the amendment includes the development, testing, and production of the following products:

1. Video tapes to complete the ESL package.

2. Transparencies and other visual materials to accentuate curricular components of a total systems design sequence in ABE.

3. A planned outline with relevant discussion points for assisting ABE directors and teachers to become aware of and act with the systems approach.

The preceding products are part of a total package which is illustrated by the attached paradigm.

Clearly, the package is designed to help ABE personnel establish their own philosophical taxonomy and then proceeds to activities for accomplishing program goals and objectives consistent with the philosophy.

Experience, however, indicates that more assistance is needed than merely illustrating in abstract fashion "how to do it." With this in mind specific programmed materials designed to help teachers write and implement performance criteria are built into the package.

From the behavioral objectives work, teachers are provided examples of performance oriented curricula in four areas. Each of these examples has five elements:

1. Diagnostic pretest to ascertain entering behavior of students.
2. Specific behavioral objectives.
3. Culturally relevant content.
4. Appropriate methodological suggestions for instruction.
5. Prescribed evaluative criteria.

Micro-teaching is used as a technique for helping teachers practice those technical skills necessary to accelerate learning on the part of students.

Finally, the total package includes a "cultural awareness" component--a component that by assumption suggests that if teachers are to work effectively with students from divergent cultural backgrounds, teachers need to recognize, understand and respect cultural differences.

The funds for this amendment, we propose, should come from the current SWCEL Contract OEG-2-7-005081-5081. The total amount of funds requested are $18,412.27. SWCEL will secure a special audit report from a competent CPA and acceptable quality products prior to payment.

Your quick attention and action on this request will be appreciated.

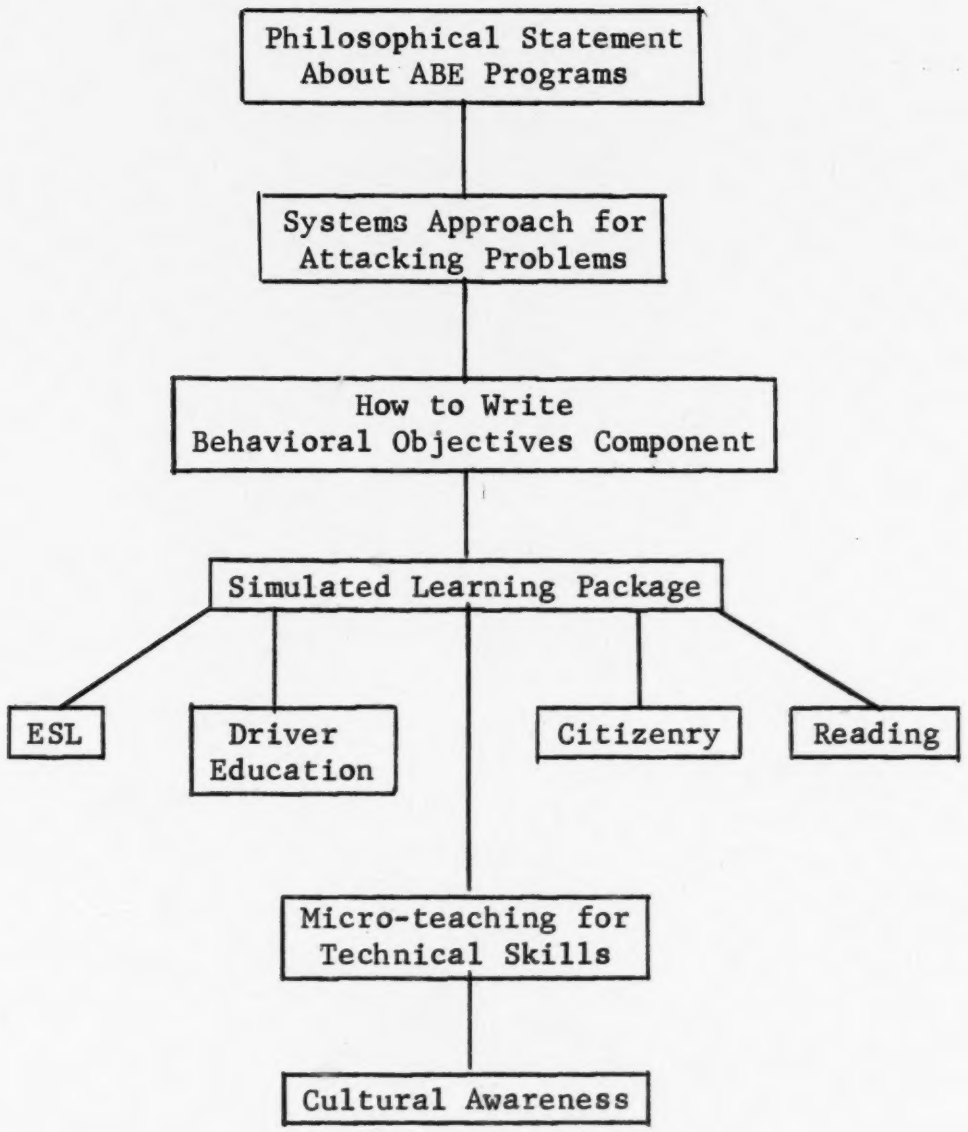
Sincerely,

Felipe C. Gonzales, Director
Adult Basic Education Project

FCG:jj

Enclosure

cc: James L. Olivero
Duane Sours
bcc: Irene Sikelianos


Philosophical Statement About ABE Programs
Systems Approach for Attacking Problems
How to Write Behavioral Objectives Component
Simulated Learning Package
ESL
Driver Education
Citizenry
Reading
Micro-teaching for Technical Skills
Cultural Awareness

APPENDIX G

Southwestern Cooperative Educational Laboratory, Inc.
Albuquerque, New Mexico

TREASURE VALLEY MINI-INSTITUTE

April 23, 1970

7:00 p.m.	Registration
7:15 p.m.	Introduction of Staff
7:30 p.m.	ABE Presentation - Gilbert Villarreal
8:15 p.m.	"Black History: Lost, Stolen or Strayed," film presentation
9:15 p.m.	Group Discussions

April 24, 1970

7:00 p.m.	ESL Presentation - Gilbert Villarreal
8:00 p.m.	Micro-Teaching - Gilbert Villarreal

April 25, 1970

9:00 a.m.	Behavioral Objectives - Harry Wigderson
12:30 p.m.	Evaluations and Business Forms

APPENDIX H

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC.
Adult Basic Education Library Center
117 Richmond Drive, N. E.
Albuquerque, New Mexico

CURRICULUM MATERIALS

Product Title _____ Author _____ Publisher _____

Check points	Out-stand-ing	Above Average	Average	Fair	Inade-quate	Does Not Apply	Not Stated	Do Not Know
1. OBJECTIVES								
A. Behavioral objec es included								
B. Statement of purpose or specific preface								
2. CRITERION MEASURES								
A. Are performance criteria stated and evaluation materials included?								
B. Does material fulfill its objective or purpose?								
3. INSTRUCTIONAL COMPONENTS								
A. Curricular materials								
B. Teacher education materials								
C. Student materials								
4. LEARNER PREREQUISITE								
A. Are descriptive materials available?								
B. Is testing information available?								
5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals?								
6. RELIABILITY EFFECT								
A. The material is adequate for the level intended?								
B. The level is suggested in the format?								
C. The material is oriented toward cultural awareness and is not insensitive?								
D. Does the material fulfill the purpose for which it is intended?								
E. Are the language level and content geared to adults?								
7. COST								
A. Does the expense involved justify the result?								
B. Does the expense involved justify the product?								
C. Does the product compare favorably with other alternatives in the expense/result correlation?								
8. TIME								
A. Time needed for pre-service training								
B. Time needed for using the product								

LEVEL OF MATERIAL		
		1
		2
		3
		GED

Comments and Evaluation

APPENDIX I

southwestern
cooperative
educational
laboratory

117 richmond drive ne
albuquerque, new mexico 87106
area code 505 265-9561

Clearinghouse on Mexican American Adult Basic Education

ENGLISH (SECOND LANGUAGE)

ENCLOSED IS THE INFORMATION YOU REQUESTED. ON THE FOLLOWING PAGES YOU WILL FIND ABSTRACTS OF THE MATERIALS LISTED IN OUR CLEARINGHOUSE UNDER THE ABOVE DESCRIPTORS. EACH ABSTRACT IS ORGANIZED ACCORDING TO THE FOLLOWING FORMAT--

(1) ONE TO FIVE PRIMARY DESCRIPTORS INDICATE AREAS COVERED IN THE BOOK OR DOCUMENT.

(2) APPEARING BELOW THE DESCRIPTORS (FROM LEFT TO RIGHT) ARE PUBLICATION DATE, AUTHOR, AND TITLE.

(3) THE NEXT SECTION IS A SUMMARY OF THE CONTENT.

(4) THE FINAL SECTION GIVES THE AVAILABILITY AND/OR INSTITUTION WHERE FURTHER INFORMATION CAN BE OBTAINED.

IT SHOULD BE NOTED THAT PRICES WHERE INDICATED ARE SUBJECT TO CHANGE.

WE ARE PLEASED TO HAVE BEEN OF SERVICE. YOUR COMMENTS AND REACTIONS WILL BE HELPFUL TO US.

SINCERELY,

RALPH G. DOMINGUEZ
RESEARCH ASSISTANT

southwestern
cooperative
educational
laboratory

117 richmond drive ne
albuquerque, new mexico 87106
area code 505 265-9561

ABSTRACT NUMBER 007

PRIMARY DESCRIPTOR IS ENGLISH (SECOND LANGUAGE)
PRIMARY DESCRIPTOR IS ENGLISH INSTRUCTION
PRIMARY DESCRIPTOR IS DIRECTED READING ACTIVITY
PRIMARY DESCRIPTOR IS BASIC READING
PRIMARY DESCRIPTOR IS INDIVIDUALIZED READING

64 KITCHIN, A.T.--READER'S DIGEST READINGS--BOOKS 1 THROUGH 6

THESE SIX SUPPLEMENTARY READERS, AT THREE VOCABULARY LEVELS, ARE INTENDED FOR YOUNG PEOPLE AND ADULTS WHO ARE LEARNING ENGLISH AS A NEW LANGUAGE. THEY CONTAIN READINGS OF UNIVERSAL APPEAL AND ARE SUITABLE FOR INDIVIDUAL OR GROUP USE, AT HOME OR IN THE CLASSROOM. THEY ARE DESIGNED TO IMPROVE THE READER'S GENERAL PROFICIENCY IN THE USE OF ENGLISH AND TO INCREASE HIS VOCABULARY BY GRADUALLY INTRODUCING NEW WORDS. EACH BOOK ADDS 350 OR MORE NEW WORDS AND IDIOMS TO THE READER'S VOCABULARY. THEY ARE IDENTIFIED BY BOLDFACE TYPE IN THE TEXT AND ARE EXPLAINED BOTH AT THE BOTTOM OF THE PAGE ON WHICH THEY APPEAR AND IN A GLOSSARY AT THE BACK OF THE BOOK. LABELED ILLUSTRATIONS FURTHER CLARIFY MANY NEW WORDS. THE SERIES BEGINS WITH SIMPLE GRAMMAR FORMS AND GRADUALLY INTRODUCES MORE ADVANCED CONSTRUCTIONS. THE READING SELECTIONS ARE FOLLOWED BY COMPREHENSION QUIZES AND VOCABULARY-BUILDING EXERCISES. A SELF-HELP ANSWER KEY IS IN THE BACK OF EACH BOOK. BOOKS 1 AND 2 BEGIN WITH A 500-WORD BASIC VOCABULARY, BOOKS 3 AND 4 BUILD ON A 1000 WORD BASIC VOCABULARY, AND BOOKS 5 AND 6 ASSUME A 2000-WORD BASIC VOCABULARY.
AVAILABILITY READER'S DIGEST SERVICES, INC., EDUCATIONAL DIVISION,
AVAILABILITY PLEASANTVILLE, N.Y. 10570

ABSTRACT NUMBER 008

PRIMARY DESCRIPTOR IS ENGLISH (SECOND LANGUAGE)
PRIMARY DESCRIPTOR IS LANGUAGE INSTRUCTION
PRIMARY DESCRIPTOR IS TEACHING METHODS

ENGLISH IN ACTION (ENGLISH EDITION), EL INGLES EN ACCION (SPANISH EDITION)

A PAPERBACK DESIGNED TO TEACH STUDENTS HOW TO SPEAK AND UNDERSTAND ENGLISH BY USING THE 'DIRECT METHOD' OF TEACHING. NEW VOCABULARY IS INTRODUCED THROUGH PICTURES.
AVAILABILITY HANDY BOOK PRESS, INC., 200 FOURTH AVE., NEW YORK, N. Y.

southwestern
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area code 505 265-9561

Clearinghouse on Mexican American Adult Basic Education

ABSTRACT NUMBER 009

PRIMARY DESCRIPTOR IS ENGLISH (SECOND LANGUAGE)
PRIMARY DESCRIPTOR IS READING SPEED

EXERCISES FOR STUDENTS OF ENGLISH AS A SECOND LANGUAGE

A TEXT DESIGNED TO IMPROVE READING SPEED, RATHER THAN VOCABULARY DEVELOPMENT. ADULT INTEREST CONTENT.
AVAILABILITY PRENTICE-HALL, INC., ROUTE 9W, ENGLEWOOD CLIFFS, NEW JERSEY

ABSTRACT NUMBER 012

PRIMARY DESCRIPTOR IS ENGLISH (SECOND LANGUAGE)
PRIMARY DESCRIPTOR IS CHILD EDUCATION

65 MADRIGAL, M. INVITACION AL INGLES (METODO RENOMBRADO POR SU SIMPLICIDAD)

A WORKBOOK FOR BEGINNERS IN ENGLISH WITH ALL INSTRUCTIONS IN SPANISH. THE EXERCISES STRESS GRAMMAR TRANSITION AND CONVERSATION DEVELOPMENT.
AVAILABILITY LATIN AMERICAN INSTITUTE PRESS, INC., 200 PARK AVE., S. N.Y.
AVAILABILITY N.Y.

ABSTRACT NUMBER 013

PRIMARY DESCRIPTOR IS ENGLISH (SECOND LANGUAGE)
PRIMARY DESCRIPTOR IS ADULT EDUCATION

ENGLISH AS A SECOND LANGUAGE

INTENDED FOR A NON-BEGINNER IN ENGLISH WHO NEEDS PRACTICE IN SPEAKING AND HEARING THE LANGUAGE. USEFUL IN ADULT EDUCATION CLASSES AS AN ORAL-AURAL SUPPLEMENT IN A COMPLETE ENGLISH COURSE.
AVAILABILITY PRENTICE-HALL, INC., ROUTE 9W, ENGLEWOOD CLIFFS, NEW JERSEY

APPENDIX J

CLASSIFICATION OF MATERIALS INCLUDED IN SWCEL

MEXICAN AMERICAN ABE CLEARINGHOUSE

I. Action Programs

A. Program Proposals (funded and non-funded)

B. General and pilot ABE programs dealing with the major problems in the Southwest (intended and suitable for replication on a wide scale).

C. Projects directed to the problems of specific areas or age groups (e.g., South Texas, senior citizens).

D. Projects directed to providing instruction in specific academic or vocational areas (e.g., ESL, house construction).

E. Talent Search Programs aiming to guide able young adults into appropriate college or vocational training.

F. Parent-Child projects intended to strengthen family ties and promote mutual understanding (e.g., Litchfield Park, Arizona).

G. Programs directed to groups with special handicaps (i.e., the blind and those with reading disabilities).

H. Handbooks of practical information on how to analyze the needs of a specific area and how to go about setting up an appropriate program.

II. Curriculum Materials (description of materials only, evaluation not included).

A. ESL textbooks, monographs, essays on theory, records, filmstrips, etc., etc. (we include almost everything on ESL through high school level because next to action programs we feel this is our area of largest service).

B. Beginning reading, writing and spelling (up to 8th grade).

C. Beginning math instruction.

D. Beginning Science materials.

E. Health materials (most frequently dealing with urgent medical problems such as cancer, alcoholism, drugs, or child rearing, or proper nutrition).

F. Consumer Education materials (money management--how to get the most for your food and clothing dollar).

G. Occupational materials designed to prepare ABE students for seeking employment, also job application, interview, on-the-job attitude and advice on determining their individual interests and qualifications.

III. Supplementary Reading Materials

A. High Interest Low Vocabulary adult books and booklets in English.

B. High Interest Low Vocabulary adult books and booklets in Spanish.

C. Spanish language newspapers and periodicals.

IV. Mexican American History and Research (Studies on the target population)

A. The complex Mexican American situation as it exists today: why they are not one but many groups depending upon where they have settled (urban California or rural New Mexico) and how recently they have immigrated (also included are studies of specific groups such as the "Spanish Americans" of New Mexico).

B. Social and Cultural background and characteristics.

C. Health Statistics.

D. Religious Attitudes.

E. The unique problems of the poor and uneducated--their physical, economic and psychological attitudes and handicaps.

F. Mexican Americans outside of the Southwest.

G. Materials to include in a Mexican American culture course.

APPENDIX K

Through the use of a computer retrieval system, the SWCEL Clearinghouse on Adult Basic Education is able to disseminate information concerning Spanish speaking adults to requestees without charge. A Materials Library is being developed to make ABE materials available for review, observation, and study at the Laboratory.

SWCEL CLEARINGHOUSE PROVIDES INFORMATION ON ADULT EDUCATION FOR ALL SPANISH SPEAKING PEOPLE

1. Why was an Adult Basic Education Clearinghouse developed?

The long awaited attention that finally has been focused on the educational needs of the Mexican American has resulted in a wealth of information concerning all Spanish speaking adults. However, much of this data has not been collected or organized into a system to make it readily accessible.

The purpose of the SWCEL Clearinghouse is to collect sources of information into an ERIC-type facility so that it may be disseminated. While ERIC is a national information system dedicated to the progress of education through the dissemination of educational research results and related materials of all kinds, the SWCEL Clearinghouse concentrates on adult basic education materials for the Spanish speaker.

The Clearinghouse already has taken an active role in attempting to identify the problems of getting information to those who request it, and is offering its services to anyone who may need this type of data.

2. What materials has the Clearinghouse collected?

SWCEL has collected relevant information on basic education for Spanish speaking adults such as books, curriculum guides, films, pamphlets, proposals, newsletters, catalogs, bibliographies, newsletter and magazine articles, conferences, findings, and project results.

The Clearinghouse welcomes such additional information, but needs the names of persons and institutions who should be receiving such material. The Clearinghouse will be glad to comply with requests for information by supplying the necessary data on how to obtain it at no cost to the user.

3. What services does the Clearinghouse offer?

The Clearinghouse furnishes copies of available SWCEL publications as well as computer printouts on sources, availability, cost, abstracts of documents and other information necessary for obtaining specific materials.

4. How does the Clearinghouse work?

The Clearinghouse utilizes a computer retrieval system for furnishing data. Upon receipt of a request, key words are fed into SWCEL's IBM 1130 computer. Abstracts containing the information — gathered from Adult Basic Education resource centers throughout the country — are stored in disk cartridges. Selected references are easily retrieved through a basic search program
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search program which utilizes the computer's direct access capability. As of February, 1970, in excess of 1,400 abstracts were in the SWCEL data bank with more being added daily.

5. When will the SWCEL Materials Library be operational?

Under development is a Materials Library which will identify and house a variety of Adult Basic Education materials. A full time librarian has been employed to assist in cataloging this literature.

Those interested in using these materials will be able to visit the Laboratory and review teaching protocols along with curricular alternatives for Spanish speaking adults. Personnel participating in ABE projects will be able to make written requests for relevant materials through the Clearinghouse. Plans call for the Materials Library to make available information as to who is using specific ABE materials; the area in which they are being used; the degree of effectiveness, etc. Microfiche printouts, or the source reference, will be made available to school districts, ABE projects, or individuals.

Criteria for evaluating these materials for inclusion are to be measured against a statement of objectives, performance standards, instructional components, learning prerequisites, teacher requirements, reliability of effect, time, and cost.

6. What is SWCEL?

SWCEL is a private research and development facility working in 10 Western states to improve educational opportunities of culturally divergent groups, primarily the Indian, Mexican American, and Black. The Laboratory's activities are divided into three main program areas: Communication Arts for non-English speaking children, the Adult Basic Education Program, and Indian Studies. A 20-member Governing Board provides guidance for the Laboratory's 100 staff members who represent educational administration and research, adult basic education, linguistics, reading, and classroom management as well as other professional and support areas. A National Adult Basic Education Steering Committee, composed of Mexican American educators, community leaders, and State ABE leaders, provides input and direction for development of ABE programs.

SWCEL CLEARINGHOUSE
117 Richmond Drive, NE
Albuquerque, New Mexico 87106
505 265-9561

NAME_____

ADDRESS_____ CITY_____ STATE_____ ZIP_____

INFORMATION REQUESTED_____

ADD TO YOUR MAILING LIST, THE FOLLOWING PERSON(S):_____

Non-Profit Organization
U. S. POSTAGE

1. The Clearinghouse on Adult Basic Education utilizes a computer retrieval system to furnish data. Here a key punch operator starts a basic search for information which is stored in disk cartridges within the computer system.

2. The computer furnishes printouts of the requested material which show sources, availability, cost, abstracts of documents, and other information necessary for obtaining requested materials. This data is then forwarded to the requestee.

3. Currently under development is a Materials Library which will house a variety of Adult Basic Education materials. A full time librarian has been employed by SWCEL to catalog this literature.

SWCEL Clearinghouse
117 Richmond Drive, N.E.
Albuquerque, New Mexico 87106

SWCEL Clearinghouse
117 Richmond Drive, N.E.
Albuquerque, New Mexico 87106

APPENDIX L

Adult Services Division
NEWSLETTER

published for its members at the Office of the Division, American Library Association
50 East Huron Street, Chicago, Illinois 60611

Mildred T. Stibitz, Editor *Vol. VII, No. 2* *Winter 1970*

SWCEL Gathering Materials on the Education of the Spanish-Speaking Adult

by Ralph G. Dominguez
Research Assistant, Southwestern Cooperative Educational Laboratory, Inc.

The Southwestern Cooperative Educational Laboratory, Inc., 117 Richmond Drive, N.E., Albuquerque, New Mexico is concerned with the development of a total systems approach to the needs of the undereducated Mexican-American adult. Adult services librarians should be aware of the two phases of its work described here.

Adult Education Clearinghouse

The long awaited attention that finally has been focused on the educational needs of the Mexican American in the last few years certainly has been the reason for the abundance in information concerning the Mexican American adult—but the data is scattered throughout the United States far from the reach of the people who need it.

It is, therefore, the purpose of the SWCEL Clearinghouse to collect the abundant sources of information into an ERIC-type facility so that from SWCEL it can be disseminated to anyone who may need it.

SWCEL has collected such relevant information on basic education for Spanish-speaking adults as books, curriculum guides, films, pamphlets, proposals (accepted as well as rejected), newsletters, catalogs, bibliographies, newspaper and magazine articles, conference proceedings, findings, and results on ABE projects. The SWCEL Clearinghouse welcomes information of this type. It also needs the names of persons and institutions who should be receiving this type of data.

SWCEL will be glad to comply with requests for any of the above-mentioned data. Once the Clearinghouse gets the information, it will immediately secure and send out desired data.

The Clearinghouse does not furnish actual copies of resource items except for copies of available SWCEL publications as well as computer printouts containing information on sources, availability, cost, abstracts of documents, and other data necessary for obtaining specific materials.

SWCEL has compiled a mailing list of all persons, institutions, agencies, etc., possibly interested in, and with a need for our data. Since SWCEL does not have the complete list of the above mentioned, we ask your assistance in providing names and addresses of people who might be able to make use of our services.

Physically, the SWCEL Clearinghouse works this way. Upon receipt of a request for information, key words are fed into SWCEL's IBM 1130 computer. Abstracts containing the needed information—gathered from Adult Basic Education resource centers throughout the country—are stored in disk cartridges. Selected references are easily retrieved through a basic search program which takes advantage of the 1130's direct-access capability. As of January 1970, in excess of 1,300 abstracts were in the SWCEL data bank with more being added every day.

Materials Library

The Laboratory will identify and make available for review, observation, and study a variety of Adult Basic Education materials. The Laboratory will give information as to who is using specific ABE materials; the area in which they are being used; the degree of effectiveness; and their adequacy or weak points. Those interested in these materials might visit the Lab and review teaching protocols along with the curricular alternate for Spanish-speaking adults.

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APPENDIX M

PRIMARY DESCRIPTORS OF SERVICES REQUESTED THROUGH THE CLEARINGHOUSE

September, 1969 - March, 1970

ACTION PROGRAMS	38
ADULT BASIC EDUCATION	82
ADULT EDUCATION	60
ADULT EDUCATION PROGRAMS	60
ADULT LEARNING	5
ADULT SPANISH SPEAKING READERS	30
ADULT VOCATIONAL EDUCATION	31
AMERICAN INDIAN CULTURE	20
AMERICAN INDIAN HISTORY	20
AMERICAN INDIANS	30
AUDIO EQUIPMENT	25
AUDIOVISUAL INSTRUCTION	25
AUDIOVISUAL MATERIALS	25
BIBLIOGRAPHIES	45
BILINGUAL STUDENTS	82
BILINGUAL/BICULTURAL EDUCATION	82
BILINGUALISM	80
BEGINNING READERS	2
CHILD DEVELOPMENT	18
COMMUNITY ACTION	2
COMMUNITY ATTITUDES	2
COMMUNITY CHANGE	2
COMMUNITY COLLEGE	2
COMMUNITY CONSULTANTS	2

COMMUNITY COOPERATION	2
COMMUNITY DEVELOPMENT	25
COMMUNITY EDUCATION	2
COMMUNITY EDUCATION PROGRAMS	2
CURRICULUM GUIDES	40
DROPOUTS	30
EDUCATION	40
EDUCATIONAL NEEDS	40
EDUCATIONAL OPPORTUNITIES	30
EDUCATIONAL TELEVISION	30
EMPLOYMENT OPPORTUNITIES	35
EMPLOYMENT	45
EMPLOYMENT PREPARATION	5
EMPLOYMENT PROBLEMS	5
EMPLOYMENT PROGRAMS	5
EMPLOYMENT QUALIFICATIONS	5
EMPLOYMENT SERVICE	5
EMPLOYMENT STATISTICS	5
EMPLOYMENT TRENDS	5
EMPLOYABLE SKILLS	5
ENGLISH (SECOND LANGUAGE)	80
ENGLISH INSTRUCTION	78
ETHNIC GROUPS	36
FEDERAL AIDS	26
FEDERAL PROGRAMS	26
FILMS	50
GUIDANCE COUNSELING	35

HEADSTART PROGRAM	20
HEALTH EDUCATION	18
INDIVIDUAL COUNSELING	5
INSTRUCTIONAL MATERIALS	30
JOB TRAINING	78
JOB APPLICATION	5
JOB PLACEMENT	5
JOB SATISFACTION	5
JOB SKILLS	5
JOB TRAINING	5
JOB TRAINING	5
JOBS	5
LANGUAGE INSTRUCTION	40
LITERATURE (SPANISH)	20
MEXICAN AMERICANS	94
MEXICAN AMERICAN HISTORY	94
MIGRANT ADULT EDUCATION	53
MIGRANT EDUCATION	53
MIGRANT HEALTH SERVICES	35
MIGRANTS	73
MINORITY GROUPS	40
ON THE JOB TRAINING	30
MOTIVATION	4
MOTIVATION TECHNIQUES	4
OCCUPATIONAL COUNSELING	5
OCCUPATIONAL GUIDANCE	5
OCCUPATIONAL INFORMATION	5
PREVOCATIONAL EDUCATION	5

READING	5
READING CENTER	5
READING DEVELOPMENT	5
READING INSTRUCTION	5
READING LEVEL	5
READING MATERIALS	5
READING PROGRAM	5
READING READINESS	5
READING RESEARCH	5
READING SKILLS	5
READING SPEED	5
READING TESTS	5
SPANISH SPEAKING	98
SPANISH AMERICANS	20
STATE PROGRAMS	25
TEACHER AIDES	20
TEACHER EDUCATION	20
TEACHING GUDES	20
TESOL	96
UNEMPLOYMENT	45
VISUAL AIDS	20
VOCATIONAL EDUCATION	35
VOCATIONAL TRAINING	40
WORKSHOPS	20
COMPLETE PRINTOUTS	10

CLEARINGHOUSE ON ADULT BASIC EDUCATION FOR

MEXICAN AMERICANS

September, 1969 through March, 1970

Total number of correspondence for March	238
Number of requests received	576
Number of requests answered	567
Number of correspondence through Library	280
Total number of correspondence	847

STATE	TOTAL
Alaska	38
Arizona	45
California	129
Colorado	31
Connecticut	7
Delaware	2
Florida	4
Hawaii	1
Idaho	3
Illinois	31
Indiana	7
Kansas	2
Louisiana	3
Maine	6
Maryland	11
Massachusetts	19
Michigan	18
Minnesota	8
Missouri	7
Nebraska	9
Nevada	29
New Jersey	14
New Mexico	135
New York	112
North Carolina	2
Oklahoma	3
Ohio	7
Oregon	18
Pennsylvania	3

Rhode Island	1
South Dakota	1
Tennessee	2
Texas	69
Utah	5
Virginia	4
Washington	41
Washington, D. C.	7
Wisconsin	4
Wyoming	5
Canada	1
Puerto Rico	3

APPENDIX N

ABE STEERING COMMITTEE

Thomas Trujillo, Director (Chairman)
Department of Adult Education
New Mexico Department of Education
Santa Fe, New Mexico 87501

Enrique Naranjo (Vice Chairman)
Home Education Livelihood Program
933 San Pedro Southeast
Albuquerque, New Mexico 87108

Armando R. Atencio
1686 South Winona Court
Denver, Colorado 80219

Robert Avina, Director
Bexar County Adult Basic Education
401 West Nueva Street
San Antonio, Texas

Dr. David Ballesteros
Office for Spanish-speaking American Affairs
Office of Education
400 Maryland Southwest - Room 2017
Washington, D. C. 20202

Sterling Johnson, Acting Director
Arizona State Adult Education Program
1333 West Camelback Road
Phoenix, Arizona 85015

Ted Martinez
Administrative Assistant to the President
University of New Mexico
Albuquerque, New Mexico 87106

Pete M. Mirelez
11222 Ogden Drive
Denver, Colorado 80233

Ralph Mock, Program Director
Adult Basic Education
Capitol Station
Texas Educational Agency
Austin, Texas 78711

Edward L. Pastor
3431 East Montecito
Phoenix, Arizona

Delores Rodriguez
2994 Van Sansul #5
San Jose, California

Roy Steeves, Assistant Chief
Bureau of Adult Education
State Department of Education
217 West First Street, Room 209
Los Angeles, California 90012

APPENDIX O

STEERING COMMITTEE

February 21, 1970

San Antonio, Texas

Members Present:	Robert Avina Robert Calvo (attending for Roy Steeves) Gilbert Chavez (Ex-officio member) Sterling Johnson Ralph Mock Delores Rodriguez Thomas Trujillo LeRoy Walser (attending for David Ballesteros)
Members Absent:	Armando Atencio Ted Martinez Peter Mirelez Enrique Naranjo Ed Pastor
Guests:	George Blassingame - Regional Program Officer Region VII - Dallas, Texas Lenin Juarez - Talent Search, Washington, D. C. Pete Reiser - Adult Basic Education Division Washington, D. C. David Sanchez - Cultural Awareness Center University of New Mexico Isis Tuel - SWCEL Governing Board Member
Staff Members Present:	Dr. James Olivero Felipe Gonzales Irene Sikelianos Duane Sours Anne Lopez Fay Davis
Consultant:	Ramon Ponce

The Steering Committee Meeting opened with a word of welcome from Tom Trujillo and Dr. Olivero and introduction of members and guests. A summary of the minutes of the November 22, 1969, meeting was scanned; and they were approved as written.

Interest was expressed in the status of Adult Basic Education funding, and Gil Chavez was asked to name the 20 ABE Teacher Training Projects that have been approved in Washington. In a discussion of Teacher Training Institutes, Ralph Mock suggested assigning slots by states to insure an equitable distribution of participants. Tom Trujillo remarked that insufficient time was allowed between notification that an institute would be held and the actual date of the institute.

Gil Chavez explained the procedure of funding special projects, which involves five reviews of each project before approval. Dr. Olivero urged that the Steering Committee review the content of special projects proposals and talk with Washington regarding funding.

Mr. Trujillo then requested a statement from Dr. Olivero on ABE priority items. Dr. Olivero believed Laboratory responsibility lay in three major areas: (1) the University of Arizona video tapes, which should be completed and phased out this summer; (2) packaging of materials; (3) Commissioner Allen's right-to-read program--a developmental program in this area. He noted also that the Administration is opposed to subcontract agencies. Then, using a graph of SWCEL ABE projects, Olivero described each and indicated its current status. He added comments and recommendations and also noted the initial funding figures--which appear in parentheses.

1. The Proteus and University of Southern California projects, which never really received approval, went by the wayside.
2. The video tapes ($40,000) which should be completed in June require only a small amount of funding for revision.
3. The Paper and Pencil materials will require about $10,000.

4. MAPAR ($60,000) has been institutionalized by the Oregon State department of education and local school district so does not require refunding.
5. Also not to be refunded was the University Resource Person ($5,000).
6. The Canoncito Project never got off the ground--funding not recommended.
7. Field Testing of the video tapes is definitely needed as are recommendations as to where it should take place. Field Testing ($60,000) in the Southwest area is cheaper than in New York and Miami, but both are seen as necessary to get a complete picture.
8. It is hoped that the Clearinghouse ($31,000) will be refunded (the Clearinghouse printout was displayed, primary descriptors were indicated, and an explanation of its services was presented--the types of materials it contains and the number of requests for it).
9. The Human Resource Center ($13,200) was described as an effort to identify people who can serve as ABE consultants.
10. Mini-Institutes ($42,000), utilizing people trained in TTI, is recommended for refunding.
11. The Materials Library ($30,000) performs two services--keeping curriculum materials on file at the Laboratory and evaluating these materials. The check list was distributed and described.
12. Model Cities ($100,000) is not recommended because ABE Division in Washington is concentrating on selected cities where mass impact can be made.

13. The packages--Cultural Awareness ($22,000), Family Unit ($15,000), Teacher Aide ($15,000), Behavioral Objectives ($18,990), Role Playing ($26,300), and Motivational ($20,000)--are needed; and recommendations as to which should receive priority must be made.

14. The Adelante, ABE Newsletter ($8,000), is recommended for funding.

15. The Position Paper ($8,400), which deals with certification of ABE teachers is not recommended as top priority.

Other initial funding figures noted were: (1) Dissemination--$39,958; (2) Steering Committee--$8,000; (3) NABS--$20,963.

Following Dr. Olivero's presentation, the first project to be commented on was Field Testing. Although there was inclination to cut expenses, opinion favored Trujillo's and Mock's desire to keep the field testing national in scope. Gil Chavez urged that a desicion be made concerning this and also on the $60,000 budget figure. Tom Trujillo reiterated that if the Lab could keep it national on $60,000 it should be done, and the final disposition of the matter was that the Lab should determine policy in this regard.

Dr. Olivero raised the subject of requests that have come in for use of the films. Ralph Mock recommended that, even though in need of much modification, these initial "Model T" versions should be put to use until a "Cadillac" version is developed--in spite of the possibility of criticism. Felipe Gonzales commented that the pool scene in tape #3 which drew adverse comments from TTI participants drew positive response (laughter and English replies) from a target population group at TVI. LeRoy Walser remarked, however, that initial response to Frito Bandito was also favorable. The problem of immediate use of the films remained, because the final modifications

may not be complete until June, 1971. Comment was invited from Mr. Ramon Ponce, of Ponce Associates, who expressed dismay at the thought that the second fifteen tapes must be completed by June. Others expressed agreement that June seemed an unrealistic date, and Gil Chavez reminded the committee of the customary three-year limitation of funding for special projects. He also expressed concern over long delays in revising the tapes. Robert Calvo, representing Roy Steeves of California, felt that use should be made of the films since they are the only films available in their area, regardless of criticism that may come in. He emphasized that the important thing is whether they teach, not whether they offend. He also noted a preference for the phrase "educational needs" to "educational problems" in descriptions of projects. Robert Avina stressed the fact that the target population, which should really be the only important consideration, have reacted favorably and desire them, that their only criticism is that the later ones move too rapidly. He requested them to be made available to his center. LeRoy Walser interjected a note of concern over the message of the films because it is important not to reinforce a life style or behavior that is negative or limiting; content is, therefore, important. Further pros and cons were exchanged on the importance of content vs. teaching.

Just before coffee and doughnuts were served, Mr. Trujillo requested that each committee member rate each of the projects discussed on a 1-5 scale; one being top priority, and five being low priority. The tabulated figure would then be given to Dr. Olivero to help the ABE staff determine which areas should be emphasized. The chairman then summarized the morning's discussion: concerning field testing, he felt opinion favored a national

scope and in regard to tapes, to use them as they are, since a real need for them exists.

Tom Trujillo then strongly urged continuation of the Clearinghouse as a valuable on-going project and pointed out its usefulness in the State of New Mexico (81 requests for information satisfied). Gil Chavez also endorsed the Clearinghouse and asked whether all the 286 requests for Clearinghouse data were in the area of ABE. Tom Trujillo responded that it is difficult to draw a line as to what is ABE and added that almost anything you can think of would relate to ABE in one way or another. Gil Chavez was interested to know how many requests come for material under each descriptor, and the general feeling was that an occasional tally would be of value. Ralph Mock and LeRoy Walser noted a potential value in being able to retrieve materials by state and thus identify what is of concern in certain states or areas. Further comments stressed the importance of making the Clearinghouse information (via the list of descriptors) available to all workshops, institutes, and programs. Mr. Gonzales said that such an effort was in progress. Also requested was that all people conducting Teacher Training Institutes this summer be informed of the services of the Clearinghouse. Mr. Gonzales requested a list of these. He also stated that he preferred people to request materials by primary descriptors rather than the entire printout.

Discussion then turned to the Human Resource Center, and Tom Trujillo suggested a rating check on consultants. Mr. Gonzales described the problems encountered in finding qualified consultants oriented to ABE (rather than university or high school areas, etc.).

The next area for comment was Mini-Institutes. Tom Trujillo expressed appreciation and praise for the first two conducted in New Mexico (Albuquerque and Las Cruces). He strongly urged their continuation. Agreement was expressed by Robert Clavo, who also commented that the $42,000 budget seemed inadequate. Mr. Gonzales gave a quick rundown on where the remaining Mini-Institutes will be held and added an explanation of next year's budget figure. SWCEL will not be committed to paying per diem and transportation costs for outside people who come to the meetings. In addition, the respective state departments of education will share expenses which leaves SWCEL responsible for some of the materials and transportation for SWCEL staff only. Gil Chavez noted that these training institutes are favorably received in Washington. He also noted that the Washington office is encouraging them as a cooperative effort between state ABE departments and SWCEL so that when SWCEL is phased out this type of activity can be carried on by state programs. This is the theory behind special programs. In response to this Trujillo commented that states like New Mexico don't have the resources at present to conduct such a program and are dependent on SWCEL to satisfy this need. Gil Chavez suggested that states can furnish personnel, facilities, etc., to help stretch the SWCEL dollar. Mr. Gonzales added that the Albuquerque Mini-Institute also included people from other ABE programs and that the Las Cruces one included teachers from El Paso in an effort to stretch the dollar. He regarded these as positive steps. Chavez suggested the use of car pools, paying mileage to the driver, as a means of transporting teachers from other areas.

Discussion turned to the Materials Library. Tom Trujillo commented that $30,000 seemed like a large budget, and he wondered if an evaluation sheet could not be just as effectively filled out by teachers using the materials. Ralph Mock made suggestions for searching out additional materials and saw the effort as important. Dr. Olivero mentioned the possibility of cutting the original budget figure by a third.

Tom Trujillo then asked for comments on Model Cities. Regret was expressed that Washington, in making a mass effort in a few cities, has funded people who may not be as versed on the educational needs in the areas.

Next to be discussed were the various packages and what priority should be given to each. Dr. Olivero stated that probably two should be selected for exhaustive effort. Gil Chavez suggested the possibility of consolidating several of the packages--such as those concerned with behavior (role playing, motivation, etc.). Another suggestion was made that part of a combination might work. Felipe Gonzales pointed out limitations to this idea--a community requiring only one or two of the packages. Tom Trujillo then expressed the opinion that certain of the packages, such as Behavioral Objectives and Role Playing, seemed less worthwhile. He questioned role playing because the majority of the people in ABE programs are shy and have difficulty communicating. Felipe Gonzales replied that the package is intended to deal with these problems and to prepare the student for such situations as making application for a job. It is intended to instruct teachers in the use of role playing, and it also contains model skits. Gil Chavez reminded the members that to include all the packages would require funding of $117,000. He suggested

that the package that the University of Texas developed on Guidance and Counseling overlaps with some of the goals of these packages. Certain of them could, therefore, be eliminated. Comments were then made on which of the packages should receive priority. Mock endorsed the Teacher Aide Package. An explanation was given on the Family Unit Package, that it involves the whole family unit learning together. Trujillo directed that each of the packages was to be given a priority rating in a manner similar to the other projects.

The ABE newsletter was next discussed, beginning with frequency of publication. Gonzales answered that it came out every month or two, and that one of the problems was budget. Trujillo saw value in it as a source of exchange of information between states and as a valuable source for George Blassingame. Blassingame then defined his own effort as an "interim report." Trujillo expressed appreciation for it.

The Evaluation Instrument received comment. It was described by Dr. Olivero as a test to determine oral English proficiency of basically non-English-speaking adults who are potential ABE students. It would include a diagnostic and post-test--it is not a criteria or content test. It could be developed by SWCEL in-house personnel, who would use the Michael Oral English Proficiency Test as a model. Mr. Avina remarked that no test is presently available by which one can evaluate the adult learner's ability, and he identified certain classifications that need help.

A brief description of NABS then followed.

A question was raised about the budget for the Tucson Advisory Committee, and Gonzales replied that it was a volunteer (professional) group. Dr. Olivero explained that plans were that it would be phased out

upon completion of the video tapes in June. He pointed out that Anne Lopez, now on the SWCEL ABE staff, is serving as coordinator, or liaison, between SWCEL and the group. She is the only financial investment involved.

Discussion then turned to Anne Lopez, the Tucson Coordinator, who was asked to make a report. Having held the job only a month, she said little has been accomplished other than holding one committee meeting (she noted that scripts have been completed for twenty TV tapes). She found difficulty in getting the committee members together and a lack of communication between the committee people and the TV Bureau. Both groups tend to take credit for the major effort--this rivalry is probably the chief cause of the communication gap, she felt. Efforts are being made to ease the situation, reported Gonzales, who plans an early March meeting to discuss problems and review tapes. Gil Chavez expressed dismay over the problem. He asserted that the tapes were not Frank Barreca's baby and that the Advisory Committee came about partly because the TV Bureau admitted they had not been able to keep in touch with the community. He urged immediate action so that all parties would understand their own and each other's roles. Further discussion brought out the fact that the Advisory Committee has not been conscientiously performing its job. It was suggested that the Committee be given incentive and help, possibly a stipend or expenses. Gil Chavez talked about incentive for the committee members in terms of a positive vital role. He also asked about the actual responsibilities of the Coordinator. General opinion was that in some way the Committee and all concerned should be made aware of their responsibilities and urged to complete their tasks. Dr. Olivero assured the group

that the TV Bureau is aware of the duties of the coordinator and that she reports directly to SWCEL as does the Advisory Committee (underline advisory--not directive). He declared that roles have been clearly defined and that they were clearly redefined in November. He felt that Frank Barreca was taking the only possible course if the Advisory Committee wasn't performing its function. Mr. Ponce asked for an opportunity to speak after lunch on elements that disturbed him and that had been disturbing him since the January meeting when he met with the SWCEL staff and the TV Bureau. Lenin Juarez requested comments on his Talent Search Program then also.

* * * * * * *

Immediately following lunch the results of the voting regarding priorities was read. The list was as follows, beginning with those projects which had received the most "1" votes to the lowest.

Field Testing
Mini-Institutes
Teacher Aide Package
Evaluation Instrument
Clearinghouse
ABE Newsletter
Cultural Awareness Package
Steering Committee
Videotape Reproduction
Materials Library
Human Resource Center
Family Unit Package
Dissemination
Role Playing Package
Motivation Package
Behavioral Objectives
Position Paper
National Alliance of Businessmen
Model Cities

The following suggestions were made by Dr. Olivero--to either take the first five or six projects and concentrate on them or to work on all with reduced funds. The final decision was left to SWCEL.

Mr. Ponce then requested an opportunity to make a statement concerning the video tapes. He emphasized the production aspects of the tapes, that is, the elements such as actors, scripts, cameramen, technicians, recorders, sound editing, and the finished product (he also defined content--the educational aspects of the material being communicated to the viewer, which involves the artistic creation of the program and the instructional material). The basic problem in the TV tapes, he asserted, was an initial lack of awareness of the total involvement and a naivete in regard to cost (a quality show costs about $1000 a minute). As a result, the University of Arizona has had to make the best of an inadequate budget and cut costs by using non-professional student labor. This has resulted in poor quality color, sound, editing and judgment in approaching the project. He felt it is too late for the community committee to make any appreciable content contribution to the remaining scripts, because generally a half hour show requires four weeks of script preparation in order to be ready to go before the cameras. Since these tapes will be competing with commercial television, which has achieved an overwhelmingly high degree of technological sophistication, they are in trouble because they are not of very good quality technically. Therefore, with the deadline hovering and the lack of funds, everybody is going to have to be satisfied to compromise and accept whatever each can give to each other. The task facing the TV Bureau is clearly staggering--just to complete the remaining shows. He praised all concerned for the admirable job that has been accomplished under the circumstances. No script, he added, will ever satisfy all Spanish-speaking people. He urged that the job be completed without further delay. His chief concern was to help as he could in overcoming some of the bad production quality.

Tom Trujillo wondered if the tapes would actually be competing with commercial TV quality since they will likely be used largely in classroom situations. However, Ponce pointed out that the average viewer has become conditioned to be very sophisticated in terms of seeing technological defects in TV presentations. Also that in a live performance viewers will accept mistakes on the part of people, but not the technicians. Comment was made on the quality of "Cancion de la Raza", being produced in Los Angeles.

Two items of new business remained to be discussed. The first, Project Talent Search, was described by Lenin Juarez. He explained that it is an attempt, with a small budget, to keep students in school and to see that those that are able can continue into junior college, college or technical vocational education. Basically the project tries to build up confidence in the student so that he feels college is a real possibility. Then it identifies sources of financial aid, helps the student fill out admission forms and meet admissions officers. Juarez' concern was cooperation with ABE and project directors to avoid duplication of effort. Tom Trujillo saw aspects in the program that should be included in an ABE guidance and counseling program. He requested a list of its projects, resources and publications.

The final speaker was Mr. David Sanchez, who works with Dr. John Aragon in the Cultural Awareness Center in Albuquerque. He requested advice on funding and preparation of his special project. The project idea originated from requests of teachers and administrators for information on percentages of Spanish-surnamed students at various universities. The goal is long-term, to identify these students and use them as a potential

human resource bank possibly for the entire U. S. The hope is that these people will do everything they can towards helping potential Mexican American college students develop positive self-images of themselves in relation to their cultural heritage and ambition to plan for a college education. The presence of names of Mexican Americans who have "made it" in various professions will give the students someone with whom to identify. A final goal would be the development of a comprehensive "Who's Who" among Spanish-surnamed individuals in the U.S. This is further designed to build in kids a positive self-image. The immediate hope is to gain some financial support to start off with a pilot project, which can be used to seek further financial assistance and also to provide a few jobs for students. Success in this project would provide a lot of potential people for Project Talent Search.

Mr. Sanchez hoped that SWCEL ABE might assist this project with a small amount of initial funding ($3,000). Dr. Olivero then asked the group whether they felt the project was worthwhile, related to ABE, within this year's scope, and able to be financed. It was generally agreed that the idea was valuable, but there was uncertainty as to whether it was strictly ABE. Other possibilities of funding were suggested. The Steering Committee went on record as approving the idea. The feeling was that if SWCEL felt they could spare the funds and that the project was sufficiently ABE oriented it was worth working with. Various ways in which the program would be helpful and worthwhile were cited.

Mr. Gonzales suggested an April or May date for the next Steering Committee meeting, which is to be held in Albuquerque. Since the packages

are to be ready for the meeting, it was suggested that Mr. Gonzales set the date, giving the members one month's prior notice. A tentative date of May 15 was set.

Mr. Mock moved for adjournment at 3:10. The motion was seconded by Mr. Johnson and received unanimous approval. The meeting was then adjourned.

APPENDIX P

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC.
117 Richmond Drive Northeast
Albuquerque, New Mexico

HUMAN RESOURCE CENTER

General Information:

1. Name (Mr., Mrs., Miss) _____

2. Address _____

   Phone (Residence) _____ (Office) _____

3. Position _____

4. Educational Training

Institution	Degree	Major

5. Past Experience _____

The following categories are representative of the most often requested ABE consultant services:

Adult Basic Education
- English as a Second Language
- Reading
- Writing
- Mathematics
- Citizenship
- GED
- Curriculum Development
- Behavioral Objectives
- Counseling and Guidance
- Program Administration

Vocational & Continuing Education
Bilingual Education
Community Development
- Citizen Participation
- Community Relations
- Community Resources

Cultural Awareness
- Mexican American
- Other Spanish speaking populations

Historical significance of the Cultures
- Hispanic
- Mexican
- Other Spanish speaking populations

Contemporary Problems
The Culture of Poverty
Other

If you are interested in providing consultant services in any of these areas, please complete one section for each area of expertise selected from the preceding categories. Answer all questions as they relate to the area of expertise.

Standard Fee _____

I. Area of Expertise _____

Supervisory and/or Administrative Experience _____ How Long? _____

_____

_____

_____

Teaching and/or Field Experience _____ How Long? _____

_____

_____

_____

Professional Training and/or Experience _____

_____

_____

_____

What services are you best prepared to provide? (Keynote Speaker, small group, demonstrations, etc.) Please Specify:

_____

_____

II. Area of Expertise _____

Supervisory and/or Administrative Experience _____ How Long? _____

_____

_____

_____

Teaching and/or Field Experience _____ How Long? _____

_____

_____

_____

Professional Training and/or Experience _____

_____

_____

_____

What services are you best prepared to provide? (Keynote Speaker, small group, demonstrations, etc.) Please Specify:

_____

_____

PLEASE ATTACH VITA IF AVAILABLE

III. Area of Expertise _____

Supervisory and/or Administrative Experience _____ How Long? _____

_____

_____

_____

Teaching and/or Field Experience _____ How Long? _____

_____

_____

_____

Professional Training and/or Experience _____

_____

_____

_____

_____

What services are you best prepared to provide? (Keynote Speaker, small group, demonstrations, etc.) Please Specify:

_____

_____

_____

_____

Standard Fee _____

Additional Information _____

_____

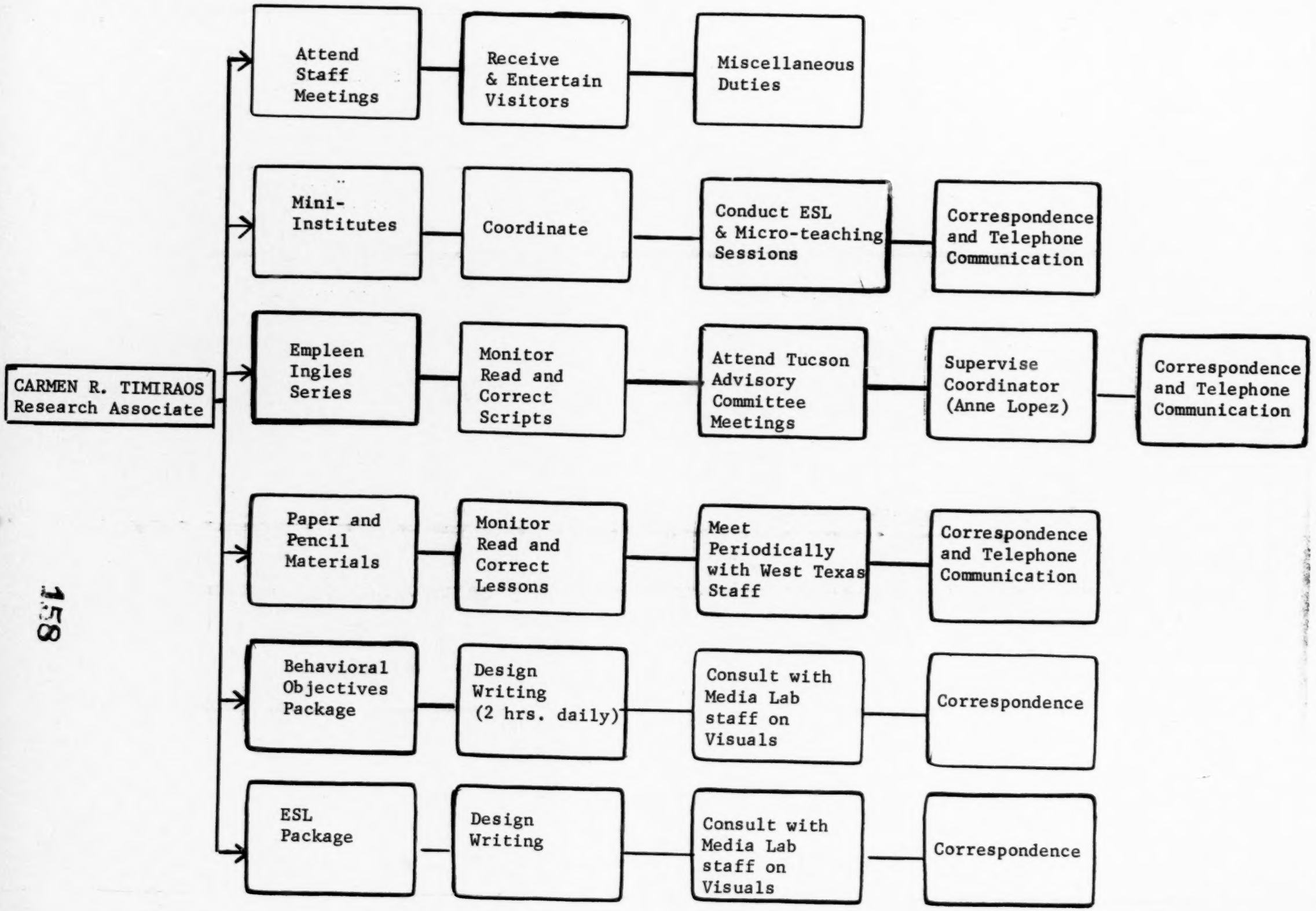
_____

_____

_____

PLEASE ATTACH VITA IF AVAILABLE

APPENDIX Q


CARMEN R. TIMIRAOS
Research Associate
Attend Staff Meetings
Receive & Entertain Visitors
Miscellaneous Duties
Mini-Institutes
Coordinate
Conduct ESL & Micro-teaching Sessions
Correspondence and Telephone Communication
Empleen Ingles Series
Monitor Read and Correct Scripts
Attend Tucson Advisory Committee Meetings
Supervise Coordinator (Anne Lopez)
Correspondence and Telephone Communication
Paper and Pencil Materials
Monitor Read and Correct Lessons
Meet Periodically with West Texas Staff
Correspondence and Telephone Communication
Behavioral Objectives Package
Design Writing (2 hrs. daily)
Consult with Media Lab staff on Visuals
Correspondence
ESL Package
Design Writing
Consult with Media Lab staff on Visuals
Correspondence

APPENDIX R

CHECK LIST FOR CONSULTANT SERVICES

I. Areas of consultant expertise:

Adult Basic Education
- English as a Second Language
- Reading
- Writing
- Mathematics
- Citizenship
- GED
- Curriculum Development
- Behavioral Objectives
- Counseling and Guidance
- Program Administration

Vocational & Continuing Education
Bilingual Education
Community Development
- Citizen Participation
- Community Relations
- Community Resources

Cultural Awareness
- Mexican American
- Other Spanish speaking populations

Historical significance of the Cultures
- Hispanic
- Mexican
- Other Spanish speaking populations

Contemporary Problems
The Culture of Poverty
Other

A. Individual consultant areas of specific expertise.

B. State and City for geographical location.

C. Years of Supervisory and/or Administrative Experience.

D. Years of Teaching and/or Field Experience.

E. Years of Professional Training and/or Experience.

F. Services best prepared to provide:

1. Keynote speaker
2. Small group
3. Demonstrations
4. Other

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC.
117 Richmond Drive N.E.
Albuquerque, New Mexico

PLANNING CHECKLIST FOR MINI-INSTITUTES

1. SWCEL Coordinator: _____

2. Contact Person(s): _____

   Address: _____

   Telephone: _____

3. Dates: _____

4. Mini-Institute Location: _____

   _____

5. Mini-Institute Components:
   ( ) 1. ESL
   ( ) 2. Cultural Awareness
   ( ) 3. Behavioral Objectives
   ( ) 4. Micro-Teaching

6. Number of hours: _____

7. SWCEL staff Attending:

Name	Area of Competency	Dates	Hours
1.			
2.			
3.			
4.			

8. Consultants:

Name	Area of Competency	Dates	Hours
1.			
2.			

9. Evaluator: _____

10. Paper work completed on: _____

11. Number of Participants Expected: _____

12. Number of Learners Expected: _____

13. Other Guests Expected: _____

_____

_____

_____

14. Facilities needed:

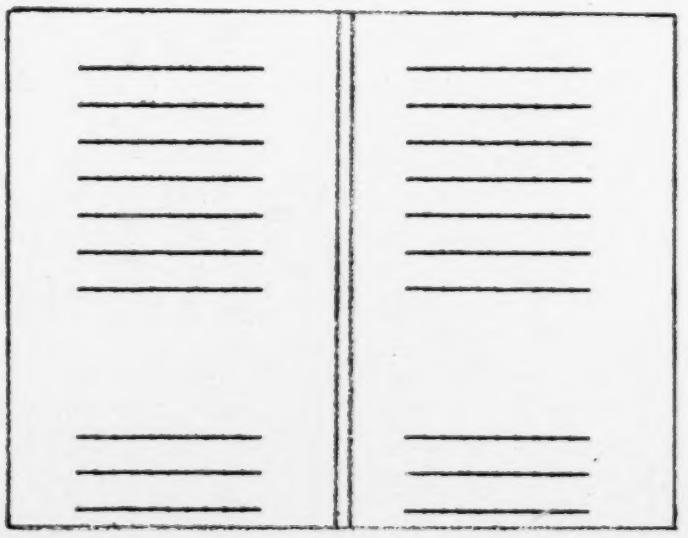
( ) 1 large room
( ) 4 small rooms
( ) 2 small rooms with TV equipment
( ) 1 large room with monitor

15. Equipment needed: Will these be provided by host?

( )	1 16 mm projector	( )
( )	1 overhead projector	( )
( )	1 carousel projector	( )
( )	1 screen	( )
( )	1 stereo tape recorder	( )

16. Materials needed:

films
slide presentation
transparencies
Clearinghouse brochures
name tags
felt pens
programs



17. Forms:

registration forms
travel vouchers
learners vouchers

18. Boxed and ready to go by: _____

19. Person in charge of materials and forms: _____

_____

20. Other pertinent information: _____

_____

_____

APPENDIX S

FUND 17 A.B.E.
PROGRAM 1 SUPERVISION & COORDINATION

	BUDGET	CURRENT EXPENDITURES	CURRENT ENCUMBRANCES	CUMULATIVE EXPENSES	OUTSTANDING ENCUMBRANCES	BUDGET BALANCE
I. PERSONNEL COMPENSATION						
A. SALARY & WAGES	50280.00	9079.90	.00	26702.98	.00	23577.02
B. PERSONNEL BENEFITS	7198.00	1043.21	.00	3038.46	.00	4159.54
C. CONSULTANT FEES	2000.00	215.00	600.00	3119.94	600.00	1719.94-
D. SHARED-TIME/CONTRACTED PER	2000.00	.00	.00	152.27	.00	1847.73
	61478.00	10338.11	600.00	33013.65	600.00	27864.35
II. TRANSPORTATION & PER DIEM						
A. SUPPLIES	175.00	.00	.00	24.69	.00	150.31
B. LEASE AGREEMENTS	1275.00	.00	.00	6.77	.00	1268.23
C. TRAVEL & PER DIEM	5100.00	2148.92	122.75	6338.96	122.75	1361.71-
D. MEETING COSTS	200.00	38.30	20.80-	38.30	.00	161.70
E. RELOCATION PERSONNEL	.00	.00	.00	.00	.00	.00
F. INTERVIEW EXPENSE	.00	.00	.00	.00	.00	.00
G. TRAVEL INSURANCE	.00	.00	.00	.00	.00	.00
	6750.00	2187.22	101.95	6408.72	122.75	218.53
III. RENT & UTILITIES						
A. RENT	6500.00	694.04	.00	2008.22	.00	4491.78
B. ALTERATIONS	.00	.00	.00	.00	.00	.00
	6500.00	694.04	.00	2008.22	.00	4491.78
IV. COMMUNICATIONS						
A. TELEPHONE & TELEGRAPH	2748.00	966.97	135.79-	2304.44	.00	443.56
B. POSTAGE & FREIGHT	225.00	19.83	.00	1091.43	.00	866.43-
	2973.00	986.80	135.79-	3395.87	.00	422.87-
V. PRINTING & REPRODUCTION						
A. SUPPLIES	1300.00	.00	.00	81.45	.00	1218.55
B. PRINTING AGREEMENTS	775.00	.00	.00	.00	.00	775.00
C. MEDIA PRODUCTION	.00	.00	.00	.00	.00	.00
D. XEROX & PRINTING	540.00	396.33	396.33-	517.50	.00	22.50
	2615.00	396.33	396.33-	598.95	.00	2016.05
VI. OTHER SERVICES						
A. EQUIPMENT RENTAL	.00	20.80	10.40-	41.60	.00	41.60-
B. DATA PROCESSING	.00	.00	.00	.00	.00	.00
C. SERVICE AGREEMENTS	.00	.00	.00	50.00	.00	50.00-
D. OTHER	18009.00	.00	.00	.00	.00	18009.00
E. INSURANCE	250.00	.00	.00	.00	.00	250.00
	18259.00	20.80	10.40-	91.60	.00	18167.40
VII. SUPPLIES						
A. OFFICE SUPPLIES	300.00	22.97	74.54	107.10	97.51	95.39
B. PROGRAM SUPPLIES	.00	50.49	50.49-	55.69	.00	55.69-
C. PERIODICALS, BOOKS, ETC.	125.00	.00	.00	50.00	.00	75.00
	425.00	73.46	24.05	212.79	97.51	114.70
VIII. EQUIPMENT ACQUISITION						
A. ADMINISTRATION	1000.00	.00	.00	324.00	.00	676.00
B. PROGRAM	.00	14.20	14.20-	14.20	.00	14.20-
C. SPECIALIZED PROG. EQUIP.	.00	.00	.00	.00	.00	.00
	1000.00	14.20	14.20-	338.20	.00	661.80
IX. INTER PROGRAM CREDITS						
A. INTER PROGRAM CREDITS	.00	.00	.00	.00	.00	.00
	.00	.00	.00	.00	.00	.00
TOTAL	100000.00	14710.96	169.28	46068.00	820.26	53111.74

APPENDIX T

April 8, 1970

ABE Organizational Priorities

1. Complete Interim Report (April 20)
2. ABE Extension-writing Exercise (May 8)
3. Organizational Chart
4. Current Budget Projections and fiscal assignments
5. Steering Committee and OE-ABE Planning Session (prior to May 8-9)
6. Routine Procedures
   a. External and internal contracts
   b. Fiscal accountability
   c. Internal and external communication
   d. ABE Newsletter (Adelante)
   e. Staff meetings
   f. Procedural checklist
      (1) checklist on flow chart
      (2) guidelines for follow-up with sub-contractors
   g. Establish time profiles and flow charts
   h. Miscellaneous (loose ends)
7. Developing Long-range Plans (following May 8-9)
8. In-service Training Staff
9. TTI Final Report (June 1)

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on Adult Education